

School Board of Clay County

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

August 4, 2022 - Regular School Board Meeting

Date: Aug 04 2022 (6:00 p.m.)

Student Showcase

Invocation

Pledge of Allegiance

Call to Order

Recognitions and Awards

[1. Recognition of Wilkinson Junior High - UCF-Certified Community Partnership School](#)

[2. Recognition of Florida State 2023 Teacher of the Year](#)

Presenters

School Showcase

Presentations from the Audience (Public Comment)

Consent Agenda

Superintendent

[3. C1 - Minutes of School Board Workshop on June 21, 2022; Student Discipline Hearings and Regular Meeting on June 30, 2022](#)

🔗 [2022 Jun 21_Workshop.pdf](#)

🔗 [2022 Jun 30 Student Hearings.pdf \(Confidential\)](#)

🔗 [2022 Jun 30 Regular Meeting.pdf](#)

[4. C2 - Revised Student Calendar for 2023-2024 School Year](#)

🔗 [FINAL Calendar - Student 2023- 2024 \(1\).pdf](#)

Human Resources

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

🔗 [Personnel Consent Agenda 8.4.2022.pdf](#)

Instruction-Academic Services

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

☉ [August 2022 - Student Travel.pdf](#)

[7. C5 - 2022-2023 Dual Enrollment Articulation Agreement Between School Board of Clay County and Florida State College of Jacksonville](#)

☉ [August 2022 - FSCJ Dual Enrollment Agreement.pdf](#)

[8. C6 - Approval for the Purchase of i-Ready Mathematics K-8 for the 2022-2023 School Year](#)

☉ [220159 i-Ready Contract for Board Agenda.pdf](#)

[9. C7 - Approve First Renewal to Lease Agreement Between Clay County, Florida and the School Board of Clay County, Florida Re: Lease of Neptune Park.](#)

☉ [Lease Agreement_Neptune Park_Clay County and CCSB.pdf](#)

Instruction-Exceptional Student Education

[10. C8 - Safe Crisis Management Training for Exceptional Student Education Employees 2022-2023](#)

☉ [SCM and Restraint Info.pdf](#)

[11. C9 - Mileage Paid to Parents and Group Homes](#)

☉ [Pareng mileage.pdf](#)

Instruction-Professional Development

[12. C10 - 2022-2023 Professional Development Advisory Council Membership](#)

☉ [PDAC Committee Board Approval.pdf](#)

[13. C11 - Resident Clinical Faculty Memorandum of Understanding between Clay County District Schools and the University of North Florida](#)

[14. C12 - Affiliation Agreement between Clay County District Schools and St. Leo University.](#)

[15. C13 - Affiliation Agreement between Clay County District Schools and Flagler College.](#)

☉ [220168 Flagler College.pdf](#)

Business Affairs

[16. C14 - Proposed Allocation Changes for 2022-23](#)

☉ [22 23 Allocation Summary - August 4, 2022.pdf](#)

Business Affairs-Property

[17. C15 - Deletion of Certain Items Report - July, 2022](#)

☉ [Deletion Report July 2022.pdf](#)

Business Affairs-Purchasing

[18. C16 - Contract Renewal - County-Wide Professional Mechanical/Electrical Engineering Services Architect/Engineer Agreement](#)

[19. C17 - BID to be Awarded](#)

Operations

[20. C18 - Interlocal Agreement between Clay County, Florida and the School Board of Clay County, Florida for the Use of Clay County's Radio System](#)

Operations-Facilities

[21. C19 - Change Order #1 for Orange Park High School Front Entrance Security Enhancement](#)

☞ [OPH FRONT OFFICE CO 1.pdf](#)

[22. C20 - Change Order #1 for Middleburg High School Roof Repair/Replacement \(Building 1\)](#)

☞ [MHS Roof Repair.Replacement CO 1.pdf](#)

[23. C21 - Change Order #3 for Middleburg Transportation Fuel System Repair/Replacement](#)

☞ [MB Transportation Fuel System CO 3.pdf](#)

[24. C22 - Change Order #1 for Ridgeview High School Restroom Renovation](#)

☞ [RVH Restroom Renovations CO 1.pdf](#)

[25. C23 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for Keystone High School Restroom Renovations.](#)

[26. C24 - Guaranteed Maximum Price \(GMP\) Bid Package #2 \(Building Construction\) for Keystone Heights Elementary School New Cafeteria/Classrooms](#)

☞ [KHE GMP #2.pdf](#)

☞ [KHE New Cafeteria.Classrooms GMP #2 Contract.pdf](#)

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

☞ [Table for Board Backup Contractor Prequal, 8.4.22.pdf](#)

Adoption of Consent Agenda

CCEA Update

CESPA Update

Superintendent's Update and Presentations

Discussion Agenda

School Board Attorney

[28. D1 - Public Hearing to Approve as Advertised Amendment to School Board Human Resources Policy 2.02 \(Application and Recruitment\) to add 2.02E. \(Unlawful Employment Practices\) and the creation of School Board Policy 4.66 \(Prohibition Against Discrimination; Required Instruction\)](#)

☞ [Policy 2.02E \(H.B.7_ F.S. 760.10 as amended\) \(3\).pdf](#)

☞ [Proposed Policy 4.66 \(H.B. 7_F.S. \(4\) \(3\).pdf](#)

☞ [Legal Adv PH Notice for SB Policies 2.02E and 4.66.pdf](#)

[29. D2 - Public Hearing to Approve as Advertised the Creation and Implementation of School Board Policy 1.15 \(Parental Rights and Student Welfare\)](#)

☞ [Policy for H.B. 1557 \(2022\)and H.B 241 \(2021\) and docx \(1\).docxFINAL.pdf](#)

☞ [Legal Adv. PH Notice for SB Policy 1.15.pdf](#)

Human Resources

[30. D3 - Human Resources Special Action A](#)

Instruction-Academic Services

[31. D4 - Approval to Advertise and Notice of Public Hearing to Approve amendment to School Board Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as contained in School Board Policies 4.44C and 4.45F respectively](#)

☞ [Legal Adv. PH Notice for SB Policies 4.44C and 4.45F.pdf](#)

[32. D5 - Public Hearing to Approve as Advertised Modifications to the 2021-2022 Student Progression Plan](#)

☞ [Student Progression Plan 2022 - 2023_redlined DRAFT.pdf](#)

☞ [Student Progression Plan 2022 - 2023 Un-redlined DRAFT.pdf](#)

☞ [Rationale for 22-23 SPP Changes.pdf](#)

☞ [Legal Adv PH Notice_2022-2023 Student Progression Plan.pdf](#)

Instruction-Climate and Culture

[33. D6 - Public Hearing to Approve as Advertised 2022-2023 Student & Family Handbook and Code of Student Conduct](#)

☞ [__DRAFT__ - 2022-2023 - CCDS Student and Family Handbook and Code of Student Conduct.pdf](#)

☞ [Rationale for 22-23 Code of Conduct Changes - Sheet1.pdf](#)

☞ [Legal Adv PH Notice_2022-2023 Student and Family Handbook and Code of Student Conduct.pdf](#)

School Board Attorney Remarks

School Board Member Remarks

Adjournment

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

Recognition of Wilkinson Junior High - UCF-Certified Community Partnership School

Description

Recognition of Wilkinson Junior High officially becoming a UCF-Certified Community Partnership School, allowing WJH to serve Clay community in that area through tutoring, academic enrichment, assistance with food insecurities, access to medical care, and a clothes closet.

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

Recognition only.

Contact

Laura Fogarty, Director of Climate and Culture, laura.fogarty@myoneclay.net

Financial Impact**Review Comments****Attachments**

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

Recognition of Florida State 2023 Teacher of the Year

Description

Recognition of Melissa Matz, Lakeside Junior High, named by the State as Florida as the 2023 Teacher of the Year.

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

Recognition only.

Contact

Bonnie O'Nora, Board Assistant, bonnie.onora@myoneclay.net

Financial Impact

None

Review Comments**Attachments**

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C1 - Minutes of School Board Workshop on June 21, 2022; Student Discipline Hearings and Regular Meeting on June 30, 2022

Description

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

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Approve minutes as submitted.

Contact

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

Financial Impact

None

Review Comments

Attachments

- 🔗 [2022 Jun 21_Workshop.pdf](#)
- 🔗 [2022 Jun 30 Student Hearings.pdf \(Confidential\)](#)
- 🔗 [2022 Jun 30 Regular Meeting.pdf](#)



School Board of Clay County

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

June 21, 2022 - School Board Workshop

Date: Jun 21 2022 (9:00 a.m.)

Invocation (Ashley Gilhousen)

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

Workshop Items

1. Review Draft Agenda for Regular School Board Meeting on June 30, 2022

[June-30-2022-regular-school-board-meeting_agenda_packet\(1\).pdf](#)

Minutes:

Recognitions and Presentations:

- Recognize 2021-2022 Retirees - no discussion;
- Cenergistic Recognition of Clay County School Board Savings - no discussion;
- Chemours Check Presentation to Clay Education Foundation - no discussion;

Consent Agenda:

- C1 Minutes of School Board Special Meeting and Workshop on May 24, 2022; Student Discipline Hearings and Regular Meeting on June 2, 2022 - no discussion;
- C2 Payment of Annual Membership Dues for 2022-2023 to Florida Association of District School Superintendents - no discussion;
- C3 Clay Education Foundation Board of Directors 2022-2023 Appointments - Mrs. Kerekes expressed gratitude to Makayla Buchanan, Executive Director of Clay Education Foundation for including this item in order to achieve compliance with statutory requirements;
- C4 Payment of Annual Membership Dues for 2022-2023 Florida School Boards Association - no discussion;
- C5 Personnel Consent Agenda - Superintendent Broskie highlighted new and revised job descriptions and there was brief discussion re a change of job requirements for the Exceptional Student Education job description and the impact on hiring for that position in non-Title I schools;
- C6 Kelly Services Amendments - Substitutes - Mr. Broskie advised this revision will put CCDS in alignment with other Florida school districts and it is anticipated that further salary increases will be needed; discussion involved a brief history of prior challenges in providing substitutes and the means by which those challenges were addressed; Mrs. Kerekes would like to explore the estimated cost of increasing substitute pay to \$15/hour; Mrs. Gilhousen would like to explore the cost and feasibility of bringing substitutes back in house and enlisting assistance from the schools' PFAs to build substitute capacity; Mr. Broskie advised that the prior study re this matter indicated the current plan is the most cost-effective and also mirrors how other districts retain substitutes; the benefits and challenges of in-house substitutes was discussed; Brenda Troutman, Assistant Superintendent Human Resources discussed the informational advertising re substitute teaching that is sent to all parents within the district as well as the informational meetings that have been held to assist interested parents and prior military personnel in becoming certified to teach;
- C7 K-12 Academic Services Out of State and Overnight Student Travel - no discussion;

- C8 2022-2023 UNF Dual Enrollment Articulation Agreement - brief discussion to clarify University of North Florida campus is the venue;
- C9 Addendum A to 2022-2023 UNF Dual Enrollment Articulation Agreement - no discussion;
- C10 2022-23 Interagency Agreement Between the School Board of Clay County, Florida and the Department of Military Affairs; State of Florida - no discussion;
- C11 2022-23 Dual Enrollment Articulation Agreement Between the School Board of Clay County and District Board of Trustees St. Johns River State College - no discussion;
- C12 2022-23 Early College Program (formally Collegiate High School) Contract Between the School Board of Clay County and District Board of Trustees of St. Johns River State College - no discussion;
- C13 Approve Interlocal Agreement Between The School Board of Clay County, Florida, and South Village Community Development District Regarding Usage of District Recreational Facilities - brief discussion initiated by Mrs. Bullock on how to obtain approval for utilizing facilities that would allow KHH to have a swim team;
- C14 CTE Out of State and Overnight Field Trips - brief discussion on the funding of travel expenses;
- C15 Behavior Management Consultants - brief discussion to clarify that these services are available to the entire district and services are provided based on need;
- C16 Alonzo Sign Language Interpreting - no discussion;
- C17 Affiliation Agreement between Clay County District Schools and Florida Gateway College - no discussion;
- C18 Affiliation Agreement between Clay County District Schools and St. Johns River State College - no discussion;
- C19 Affiliation Agreement between Clay County District Schools and Liberty University - no discussion;
- C20 2022-2023 Clay County School Board Agreement with Flagler Health for BRAVE Program - brief discussion to clarify that this contract coordinates and facilitates, but does not directly provide, mental health services to students; services are rendered off-campus; the referral process utilized allows the support of families and identification of student needs;
- C21 Approve the 2022-2023 District's Property/Casualty/Active Assailant Insurance renewal submitted by Arthur J. Gallagher & Co. (broker) - no discussion;
- C22 Proposed Allocation Changes for 2022-23 - brief discussion to address what schools will be served by the additional requested mental health counselors and clarification that the positions will be assigned based on data and an assessment tool that addresses the level of support and available resources; the number of current positions was discussed as well as the number and nature of services provided by school psychologists;
- C23 Monthly Financial Reports for May, 2022 - no discussion;
- C24 Budget Amendment Report for May 31, 2022 - no discussion;
- C25 Deletion of Certain Items Report - June, 2022 - no discussion;
- C26 BID to be Awarded - no discussion;
- C27 BID Renewal - no discussion;
- C28 2022-2023 School Safety Interlocal Agreement among the School Board of Clay County, Florida; and Town of Orange Park and the Town of Orange Park Police Department - no discussion;
- C29 2022-2023 School Safety Interlocal Agreement among the School Board of Clay County, Florida; City of Green Cove Springs Florida; and Green Cove Springs Police Department - brief discussion re the number of allocated guardians and where those positions are utilized;
- C30 Pre-Qualification of Contractors - no discussion;
- C31 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Keystone Heights Elementary School New Cafeteria/Classrooms - Mrs. Bullock shared information re growth in the Keystone area and looks forward to the remaining phases of this project;

Discussion Agenda:

- D1 Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the emergency adoption and implementation of amendments to the Manual of Procedures for Media Services and The Handbook of Instructional Materials as contained in School Board Policies 4.44C and 4.45 respectively - Mr. Broskie explained the proposed approach to approve, by way of an emergency adoption and implementation, policy to incorporate recently passed legislation, followed by formal adoption of the policy, within the 90-day time constraints;
- D2 Approval to Advertise and Notice of Public Hearing to Approve amendment to School Board Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as contained in School Board Policies 4.44C and 4.45F respectively - no discussion;
- D3 Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the emergency adoption and implementation of School Board Human Resources Policy 2.02 (Application and Recruitment) to add 2.02E (Unlawful Employment Practices) and the creation of School Board 4.66 (Curriculum and Instruction Required Instruction) - proposed policy ensures compliance with statute;
- D4 Approval to Advertise and Notice of Public Hearing to Approve amendment to School Board Human Resources Policy 2.02 (Application and Recruitment) to add 2.02E (Unlawful Employment Practices) and the creation of School Board

- 4.66 (Curriculum and Instruction Required Instruction) - no discussion;
- D5 Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the emergency adoption and implementation of School Board Policy 1.15 (Parental Rights and Student Welfare) - Bruce Bickner, School Board Attorney, advised this proposed policy also incorporates portions of policy adopted last year currently addressed in multiple other areas and ensures that policies and practices are consolidated in one place;
- D6 Approval to Advertise and Notice of Public Hearing to Approve the creation and implementation of School Board Policy 1.15 (Parental Rights and Student Welfare) - no discussion;
- D7 Human Resources Special Action A - no discussion;
- D8 Human Resources Special Action B - no discussion;

2. Informational Presentation of the 2022-2023 District's Property/Casualty/Active Assailant Insurance renewal submitted by Arthur J. Gallagher (broker)

Minutes:

Susan Legutko, Assistant Superintendent of Business Affairs, introduced Jori L. Van der Voort, Area Senior Vice President of Gallagher, discussed the attached visual presentation of Clay County District Schools' property and casualty insurance program. The presentation outlined the following:

- Factors Challenging the Industry
- Property Events and Coverage
- General and Other Liabilities
- Excess Workers Compensation
- Cybersecurity Risk Trends
- Renewal Exposures
- Markets Approached
- Risk Management Control Continuum
- Property and Casualty Program
- Premium Summary
- Historical property program information

Board discussion included increased property values and appraisals and the reasoning associated with companies that declined to provide a price/bid. Dr. Legutko supports the option contained on the consent agenda for the June 30th meeting, recommending CCDS not take any additional risk by lowering coverage and to pay the increase in cost to ensure adequate protection.

3. Clay Education Foundation Strategic and Staff Planning Presentation

Minutes:

Makayla Buchanan, Executive Director, Clay Education Foundation, shared the attached visual presentation outlining the Foundation's vision, mission, accomplishments, and goals.

Allocations for additional staff to support and sustain the implementation and work of the Foundation's programs are needed. Comparisons to the operational personnel and revenue of like foundations in other Florida counties were also highlighted to demonstrate typical staffing.

Superintendent Broskie appreciates the great job being done by Clay Education Foundation to increase funding, the level of support to teachers, and the new parent-connect program that will engage parents positively within the school system and provide another pathway by which people can connect.

Mrs. Kerekes clarified the number of positions being requested, and Mrs. Bullock appreciated the Foundation reaching out and providing solutions to questions as well as the Tools4Schools location in Keystone.

Questions from the Audience (None)

Superintendent Comments

4. Superintendent Comments

Minutes:

Superintendent Broskie commented on administrative and instructional leadership training that has occurred during the summer.

Administrative leadership training focused on the following points:

- Creating an environment that encourages students to want to return in combination with enforcing current attendance policies
- Positive student behavior supports that are clearly stated
- Teacher supports that ensure their success with students
- Legislative updates and the implementations of those changes
- Reunification and shelter training relative to emergency and weather conditions

Instructional leadership focused on strength as a team with a primary focus on creating capacity to lead others and strengthen educators within the schools.

School Board Comments

5. School Board Member Comments

Minutes:

Bruce Bickner, School Board Attorney, apprised the board of a due process request filed against the district on a prior agenda action. He believes that the necessary hearing can be held in-house with Chair Bolla serving as the hearing officer. The matter would then be brought back to the board with recommendations.

Board members expressed the hope that staff is enjoying some relaxation as summer work continues.

Mrs. Bolla indicated she supports remaining with Kelly for substitute services and believes this is the most economical option and that the substitutes and processes have improved. She also is concerned that we provide mental health counseling for teachers.

Adjournment (10:40 a.m.)

Superintendent of Schools

School Board Chair

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

June 30, 2022 - Regular School Board Meeting

Date: Jun 30 2022 (6:00 p.m.)

Student Showcase (None)

Invocation (Rev. Christopher Klukas, Good Samaritan Anglican Church)

Pledge of Allegiance

Call to Order (Present: Janice Kerekes, District 1; Mary Bolla (present via telephonic conferencing), District 2, Beth Clark, District 3; Tina Bullock, District 4; Ashley Gilhousen, District 5; Chief Academic Officer Roger Dailey (substituting for Superintendent David Broskie))

Recognitions and Awards

[1. Recognize 2021-2022 Retirees](#)

Minutes:

Brenda Troutman, Assistant Superintendent of Human Resources, shared a presentation to recognize the 2021-2022 Clay County District Schools' retirees. This past year's retirees are 126 in number and have a combined total of 2,779 years of service with Clay County District Schools.

[2. Cenergistic Recognition of Clay County School Board Cost Savings](#)

Minutes:

Dr, Michael Kemp, Director of Facility Planning and Construction, introduced Roseann Jolley and Mark Jolley, Cenergistic Client Managers, who recognized Clay County District Schools for earning EnergyStar certification demonstrating a commitment to high standards in the conservation of energy.

Presenters

[3. Chemours Check Presentation to Clay Education Foundation](#)

Minutes:

Makayla Buchanan, Executive Director, Clay Education Foundation introduced representatives of Chemours, Hilary Peal, Jody Sciance, and Jason Geiger. Chemours presented a check in the amount of \$25,000 to provide funds to support the initiatives of the Clay Education Foundation.

School Showcase (None)

Presentations from the Audience (Public Comment)

[4. Public Comment](#)

Minutes:

Public speakers:

- Stephanie Race - adoption of Manual of Procedures for Media Services
- Bruce Friedman - sexual content
- Ruth Bannon - inappropriate books in school library
- Julia Mason - communal approach to screening and removing inappropriate library books
- Nicki Celso - sexually explicit library books
- Julie Miller - Library Media Services Manual

In response to public speakers, board members inquired and received confirmation that books that are challenged will be removed pending the committee evaluation. Bruce Bickner, School Board Attorney, discussed the 90-day emergency policy adoption procedures and how adopted policy may continue to be revised as needed. Roger Dailey, Chief Academic Officer, discussed how policies may be amended, how efficacy is evaluated and provided assurances that statutory law would be followed as the district and stakeholders work together to implement new procedures and identify inappropriate material.

Consent Agenda

Superintendent

[5. C1 - Minutes of School Board Special Meeting and Workshop on May 24, 2022; Student Discipline Hearings and Regular Meeting on June 2, 2022](#)

[2022 May 24 Special Mtg.pdf](#)

[2022 May 24 Workshop.pdf](#)

[2022 Jun 2_Student Hearings.pdf](#) (Confidential)

[2022 Jun 2 Regular Mtg.pdf](#)

[6. C2 - Payment of Annual Membership Dues for 2022-2023 to Florida Association of District School Superintendents](#)

[FADSS Invoice 2022.pdf](#)

[7. C3 - Clay Education Foundation Board of Directors 2022-2023 Appointments](#)

School Board Member

[8. C4 - Payment of Annual Membership Dues for 2022-2023 to Florida School Boards Association](#)

[Florida School Boards Assoc Inv #12451.pdf](#)

Human Resources

[9. C5 - Personnel Consent Agenda](#)

[Personnel Consent Agenda 6.30.2022 \(3\).pdf](#)

[10. C6 - Kelly Services Amendments - Substitutes](#)

[Proposed Clay County Exhibit A – Current pay with the \\$2.00 additional for non instructional at 1.30 MU.docx.pdf](#)

Instruction-Academic Services

[11. C7 - K-12 Academic Services Out of State and Overnight Student Travel](#)

[June 30 \(July 2022\) Student Travel.pdf](#)

[12. C8 - 2022-2023 UNF Dual Enrollment Articulation Agreement](#)

[220151 UNF Dual Enrollment Articulation Agreement.pdf](#)

[Executed 220151 UNF Dual Enrollment Articulation Agreement.pdf](#)

[13. C9 - Addendum A to 2022-2023 UNF Dual Enrollment Articulation Agreement](#)

[220152 Addendum A to UNF Dual Enrollment Articulation Agreement.pdf](#)

[Executed 220152 Addendum A to UNF Dual Enrollment Articulation Agreement.pdf](#)

[14. C10 - 2022-23 Interagency Agreement Between the School Board of Clay County, Florida and the Department of Military Affairs, State of Florida](#)

[220155 FLYCA Interagency Agreement Between SBCC & Dept Military Affairs.pdf](#)

[Executed 220155 FLYCA Interagency Agreement Between SBCC & Dept of Military Affairs.pdf](#)

[15. C11 - 2022-23 Dual Enrollment Articulation Agreement Between the School Board of Clay County and District Board of Trustees St. Johns River State College](#)

[220145 St Johns River State College Dual Enrollment Articulation Agreement.pdf](#)

[16. C12 - 2022-23 Early College Program \(formally Collegiate High School\) Contract Between the School Board of Clay County and District Board of Trustees of St. Johns River State College](#)

[220146 St. Johns River State College Early College Program.pdf](#)

[17. C13 - Approve Interlocal Agreement Between The School Board of Clay County, Florida, and South Village Community Development District Regarding Usage of District Recreational Facilities](#)

[Middleburg High School Swim Team Pool Use Agreement \(2022\) - South Village.pdf](#)

Instruction-Career and Technical Education

[18. C14 - CTE Out of State and Overnight Field Trips](#)

[CTE Out-of-State and Overnight Field Trips \(1\).pdf](#)

Instruction-Exceptional Student Education

[19. C15 - Behavior Management Consultants](#)

[220147 Behavior Management Consultants.pdf](#)

[Executed 220147 Behavior Management Consultants.pdf](#)

[20. C16 - Alonzo Sign Language Interpreting](#)

[220149 Alonzo Sign Language.pdf](#)

[Executed 220149 Alonzo Sign Language.pdf](#)

Instruction-Professional Development

[21. C17 - Affiliation Agreement between Clay County District Schools and Florida Gateway College.](#)

[220113 Florida Gateway College \(2\).pdf](#)

[Executed 220133 Florida Gateway College.pdf](#)

[22. C18 - Affiliation Agreement between Clay County District Schools and St. Johns River State College.](#)

[220134 St Johns River Student Affiliation.pdf](#)

[Executed 220134 St. Johns River Student Affiliation.pdf](#)

[23. C19 - Affiliation Agreement between Clay County District Schools and Liberty University.](#)

[220150 Liberty University.pdf](#)

[Executed 220150 Liberty University.pdf](#)

Instruction-Climate and Culture

[24. C20 - 2022-2023 Clay County School Board Agreement with Flagler Health for BRAVE Program](#)

Business Affairs

[25. C21 - Approve the 2022-2023 District's Property/Casualty/Active Assailant Insurance renewal submitted by Arthur J. Gallagher & Co. \(broker\)](#)

[Gallagher Insurance Renewal Summary 2022-2023.pdf](#)

[26. C22 - Proposed Allocation Changes for 2022-23](#)

[22 23 Allocation Summary - June 30, 2022.pdf](#)

Business Affairs-Accounting

[27. C23 - Monthly Financial Reports for May, 2022](#)

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

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

[CONTRACTS 50 Thousand and Greater.xlsx.pdf](#)

[28. C24 - Budget Amendment Report for May 31, 2022](#)

[Budget Amendment May 2022.pdf](#)

Business Affairs-Property

[29. C25 - Deletion of Certain Items Report - June, 2022](#)

[Deletion Report June 2022.pdf](#)

Business Affairs-Purchasing

[30. C26 - BID to be Awarded](#)

[31. C27 - BID Renewal](#)

Operations

[32. C28 - 2022-2023 School Safety Interlocal Agreement among the School Board of Clay County, Florida; and Town of Orange Park and the Town of Orange Park Police Department.](#)

[220142 Town of Orange Park PD MOU - 6.30.22 Board Agenda \(1\).pdf](#)

[33. C29 - 2022-2023 School Safety Interlocal Agreement among the School Board of Clay County, Florida; City of Green Cove Springs Florida; and Green Cove Springs Police Department.](#)

[220141 City Of Green Cove Springs PD MOU - 6.30.22 Board Agenda.pdf](#)

Operations-Facilities

[34. C30 - Pre-Qualification of Contractors](#)

[Table for Board Backup Contractor Prequal, 6.30.22.pdf](#)

[35. C31 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for Keystone Heights Elementary School New Cafeteria/Classrooms](#)

Adoption of Consent Agenda

[36. Adoption of Consent Agenda](#)

Minutes:

Prior to voting, Mrs. Gilhousen noted that item C5 Personnel Consent Agenda contained a scrivener's error in the requirements of the administrative job description for Coordinator of Workforce Development. The correction to the document was made

and hard copies were distributed to board members prior to voting.

Motion

Motion to Adopt Consent Agenda with Correction to C5 as stated

Vote Results (*Approved*)

Motion: Tina Bullock

Second: Janice Kerekes

Janice Kerekes

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Beth Clark

- Aye

CCEA Update (Victoria Kidwell)

CESPA Update (None)

Superintendent's Update and Presentations (None)

Discussion Agenda

School Board Attorney

[37. D1 - Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the emergency adoption and implementation of amendments to the Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as contained in School Board Policies 4.44C and 4.45F respectively](#)

[Redlined Procedures Manual.pdf](#)

[Library Media Services Manual 22-23.pdf](#)

[Redlined 07 2022 CCDS Instructional Resources Procedures Manual.pdf](#)

[07 2022 CCDS Instructional Resources Procedures Manual.pdf](#)

[Executed Memorandum of Declaration of Emergency Policies 2022 \(1\)\(1\).pdf](#)

Minutes:

Mrs. Clark stressed the need to follow legislation. Bruce Bickner confirmed the proposed policy aligns with legislation. Mrs. Gilhousen advised this policy would meet the requirement to comply with the July 1st deadline. Mrs. Bolla commented on the ability to modify policy as needed.

Motion

Motion to Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the Emergency Adoption and Implementation of Amendments to the Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as Contained in School Board Policies 4,44C and 4.45F Respectively

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Janice Kerekes

Janice Kerekes

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

38. D2 - Approval to Advertise and Notice of Public Hearing to Approve amendment to School Board Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as contained in School Board Policies 4.44C and 4.45F respectively.

[Legal Adv Notice of PH SB Policies 4.44C & 4.45F.pdf](#)

[Library Media Services Manual 22-23.pdf](#)

[Redlined Procedures Manual.pdf](#)

[07 2022 CCDS Instructional Resources Procedures Manual.pdf](#)

[Redlined 07 2022 CCDS Instructional Resources Procedures Manual.pdf](#)

Motion

Motion to Approve Advertisement and Notice of Public Hearing to Approve Amendments to School Board Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as Contained in School Board Policies 4.44C and 4.45F respectively

Vote Results (Approved)

Motion: Janice Kerekes

Second: Beth Clark

Janice Kerekes - Aye

Ashley Gilhousen - Aye

Mary Bolla - Aye

Tina Bullock - Aye

Beth Clark - Aye

39. D3 - Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the emergency adoption and implementation of School Board Policy Human Resources Policy 2.02 (Application and Recruitment) to add 2.02E. (Unlawful Employment Practices) and the creation of School Board Policy 4.66 (Prohibition Against Discrimination; Required Instruction)

[Policy 2.02E \(H.B.7 F.S. 760.10 as amended\)\(3\).pdf](#)

[Proposed Policy 4.66 \(H.B. 7 F.S. \(4\)\(3\).pdf](#)

[Executed Memorandum of Declaration of Emergency Policies 2022 H.B.7 \(1\).pdf](#)

Motion

Motion to Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the Emergency Adoption and Implementation of School Board Policy Human Resources Policy 2.02 (Application and Recruitment) to add 2.02E (Unlawful Employment Practices) and the Creation of School Board Policy 4.66 (Prohibition Against Discrimination: Required Instruction)

Vote Results (Approved)

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes - Aye

Ashley Gilhousen - Aye

Mary Bolla - Aye

Tina Bullock - Aye

Beth Clark - Aye

40. D4 - Approval to Advertise and Notice of Public Hearing to Approve amendment to School Board Human Resources Policy

[2.02 \(Application and Recruitment\) to add 2.02E. \(Unlawful Employment Practices\) and the creation of School Board Policy 4.66 \(Prohibition Against Discrimination; Required Instruction\)](#)

[Policy 2.02E \(H.B.7 F.S. 760.10 as amended\)\(3\).pdf](#)

[Proposed Policy 4.66 \(H.B. 7 F.S. \(4\)\(3\).pdf](#)

[Legal Adv Notice of PH SB Policies 2.02E and 4.66.pdf](#)

Motion

Motion to Approve Advertisement and Notice of Public Hearing to Approve Amendment to School Board Human Resources Policy 2.02 (Application and Recruitment) to add 2.02E (Unlawful Employment Practices) and the creation of School Board Policy 4.66 (Prohibition Against Discrimination; Required Instruction)

Vote Results (*Approved*)

Motion: Beth Clark

Second: Janice Kerekes

Janice Kerekes - Aye

Ashley Gilhousen - Aye

Mary Bolla - Aye

Tina Bullock - Aye

Beth Clark - Aye

[41. D5 - Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the emergency adoption and implementation of School Board Policy 1.15 \(Parental Rights and Student Welfare\)](#)

[Policy for H.B. 1557 \(2022\)and H.B 241 \(2021\) and docx \(1\).docxFINAL.pdf](#)

[Executed Memorandum of Declaration of Emergency Policies 2022 \(1\).pdf](#)

Motion

Motion to Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the Emergency Adoption and Implementation of School Board Policy 1.15 (Parental Rights and Student Welfare)

Vote Results (*Approved*)

Motion: Janice Kerekes

Second: Beth Clark

Janice Kerekes - Aye

Ashley Gilhousen - Aye

Mary Bolla - Aye

Tina Bullock - Aye

Beth Clark - Aye

[42. D6 - Approval to Advertise and Notice of Public Hearing to Approve the creation and implementation of School Board Policy 1.15 \(Parental Rights and Student Welfare\)](#)

[Policy for H.B. 1557 \(2022\)and H.B 241 \(2021\) and docx \(1\).docxFINAL.pdf](#)

[Legal Adv Notice of PH SB Policy 1.15.pdf](#)

Motion

Motion to Approve Advertisement and Notice of Public Hearing to Approve the Creation and Implementation of School Board Policy 1.15 (Parental Rights and Student Welfare)

Vote Results (*Approved*)

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Beth Clark

- Aye

Human Resources

[43. D7 - Human Resources Special Action A](#)

Minutes:

There was no Human Resources Special Action A.

[44. D8 - Human Resources Special Action B](#)

Minutes:

There was no Human Resources Special Action B.

School Board Attorney Remarks (None)

School Board Member Remarks

[45. School Board Member Comments](#)

Minutes:

Mrs. Bolla extended gratitude to all personnel who have served the district, recognizing the service of the retirees.

Mrs. Bullock thanked the public speakers and advised the board does not want to have inappropriate books in school libraries, confirming the board will work to do better and commenting on the thousands of excellent books in our schools. She also recognized Keystone Heights High graduate Sherri Anthony who was recently named Florida High School Activities Association's National Coach of the Year. She appreciated a recent presentation by the Operations Department outlining improvements to Keystone Heights Elementary and other schools throughout the county.

Mrs. Kerekes extended congratulations to the retirees, thanks to the public speakers, and stressed the need and desire to work together to provide what is best for children.

Mrs. Clark commended the work that has been done by Mr. Dailey and is grateful for the lists available from Citizens Alliance and other organizations, encouraging all to work together as a team.

Mrs. Gilhousen believes immediate action has been taken to correct inappropriate materials and echoed appreciation for the collaboration in this effort, advising that, as a community, collaboration, input, and vigilance about reading materials placed in front of students is necessary.

Adjournment (7:32 p.m.)

Superintendent of Schools

School Board Chair

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C2 - Revised Student Calendar for 2023-2024 School Year

Description

The District Calendar Committee, which is comprised of members who represent all major operations of the school district, elementary and secondary school principals, parents, Clay County Education Association (CCEA) and Clay Educational Staff Professional Association (CESPA), create student calendars. The revision is needed in the previously board approved student calendar for 2023-2024 due to a typo in the third nine weeks. The student return day from spring break was incorrectly typed as 3/19/24 and not 3/18/24 as it should have been.

Gap Analysis

N/A

Previous Outcomes

Prior years' Student Calendars were Board approved and posted on the district website.

Expected Outcomes

All student/employee calendars require School Board approval to establish school/work schedules for students and employees.

Strategic Plan Goal

N/A

Recommendation

That the Clay County School Board approve the recommended Student Calendar for the 2023-2024 school year.

Contact

Terri Dennis at terridennis@myoneclay.net and Kelly Watt, Chief of Staff, at kelly.watt@myoneclay.net

Financial Impact

\$0

Review Comments

Attachments

● [FINAL Calendar - Student 2023- 2024 \(1\).pdf](#)



SCHOOL BOARD OF CLAY COUNTY

Student Calendar 2023-2024

Wednesday, August 2, 2023	First Day, Teacher
Friday, August 4, 2023	Inservice Day
Thursday, August 10, 2023	First Day, Students
Monday, September 4, 2023	Labor Day, Student/Teacher Holiday
Friday, October 13, 2023	End First Grading Period (46 days)
Monday, October 16, 2023	Planning Day/Student Holiday
Friday, November 10, 2023	Veterans' Day, Student/Teacher Holiday
Monday, November 20 thru Friday, November 24, 2023	Thanksgiving, Student/Teacher Holidays
Wednesday, December 20, 2023	End Second Grading Period (41 days)
Thursday, December 21, 2023- January 4, 2024	Christmas/New Year's Break, Student/Teacher Holidays
Friday, January 5, 2024	Planning Day/Student Holiday
Monday, January 8, 2024	Students Return to School
Monday, January 15, 2024	Martin Luther King Day, Student/Teacher Holiday
Monday, February 19, 2024	Presidents' Day, Student/Teacher Holiday
Thursday, March 7, 2024	End Third Grading Period (42 days)
Friday, March 8, 2024	Planning Day, Student Holiday
Monday, March 11 - March 15, 2024	Spring Break, Student/Teacher Holidays
Monday, March 18, 2024	Students Return to School
Friday, March 29, 2024	Good Friday, Student/Teacher Holiday
Friday, April 12, 2024	Fair Day, Student/Teacher Holiday
Monday, May 27, 2024	Memorial Day, Student/Teacher Holiday
Thursday, May 30, 2024	Last Day, Students (4th Grading Period - 51 days)
Friday, May 31, 2024	Last Day, Teachers – Planning Day

GRADUATION: May 24, 2024

EARLY DISMISSAL DAYS

ELEMENTARY SCHOOLS

Sept. 13, 2023/ Oct. 31, 2023/ Dec. 20, 2023
Feb. 14, 2024/ May 1, 2024/ May 30, 2024

INTERIM REPORTS TO PARENTS

September 8, 2023
November 17, 2023
February 9, 2024
April 26, 2024

JUNIOR HIGH/ HIGH SCHOOLS ONLY

Dec. 18, 19, & 20, 2023
May 28, 29, & 30, 2024

REPORT CARDS TO PARENTS

Available thru the ParentVue Account Access
October 20, 2023
January 12, 2023
March 22, 2024
June 7, 2024

School Board Approved: December 9, 2021
Revised and School Board Approved: Aug. 4, 2022

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C3 - Personnel Consent Agenda

Description

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

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

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

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

Recommendation

To approve the Personnel Consent Agenda.

Contact

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

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 8.4.2022.pdf](#)

DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA
August 4, 2022
TABLE OF CONTENTS

I. <u>Administrative Actions</u>	
A. 2021-2022 Appointments	I-A, p. 1
B. 2021-2022 Re-Appointments	I-B, p. 1
C. 2021-2022 Redesignations	I-C, p. 1
D. 2021-2022 Transfers	I-D, p. 1
E. 2021-2022 Resignations, Retirements, Conclude Employment	I-E, p. 1
F. 2021-2022 Supplements	I-F, p. 1
A. 2022-2023 Appointments	I-A, p. 1
B. 2022-2023 Re-Appointments	I-B, p. 1
C. 2022-2023 Redesignations	I-C, p. 1
D. 2022-2023 Transfers	I-D, p. 1
E. 2022-2023 Resignations, Retirements, Conclude Employment	I-E, p. 1
F. 2022-2023 Supplements	I-F, p. 1
II. <u>Job Descriptions and Supporting Documents</u>	
A. NONE	II-A, p.1
III. <u>Instructional Actions</u>	
A. 2021-2022 Appointments	III-A, p. 1
B. 2021-2022 Reappointments	III-B, p. 1
C. 2021-2022 Redesignations	III-C, p. 1
D. 2021-2022 Transfers	III-D, p. 1
E. 2021-2022 Resignations/Retirements/Conclude Employment	III-E, p. 1-2
F. 2021-2022 Supplements	III-F, p. 1
G. 2021-2022 Pending Appointments	III-G, p. 1
H. 2021-2022 Out Of Field	III-H, p. 1
A. 2022-2023 Appointments	III-A, p. 1-7
B. 2022-2023 Reappointments	III-B, p. 1
C. 2022-2023 Redesignations	III-C, p. 1
D. 2022-2023 Transfers	III-D, p. 1-5
E. 2022-2023 Resignations/Retirements/Conclude Employment	III-E, p. 1
F. 2022-2023 Supplements	III-F, p. 1-38
G. 2022-2023 Pending Appointments	III-G, p. 1
H. 2022-2023 Out of Field	III-H, p. 1

IV. Instructional Miscellaneous Actions

- | | |
|----------------------------------|------------|
| A. 2021-2022 Summer School | IV-A. p. 1 |
| B. 2021-2022 Community Education | IV-B. p. 1 |
| C. 2021-2022 Adult Education | IV-C. p. 1 |
| A. 2022-2023 Summer School | IV-A. p. 1 |
| B. 2022-2023 Community Education | IV-B. p. 1 |
| C. 2022-2023 Adult Education | IV-C. p. 1 |

V. Instructional Substitute Teacher Actions

- | | |
|---|-----------|
| A. 2021-2022 Substitute Teacher Approval (None) | V-A. p. 1 |
| A. 2022-2023 Substitute Teacher Approval (None) | V-A. p. 1 |

VI. Support Actions

- | | |
|---|--------------|
| A. 2021-2022 Appointments | VI-A, p. 1 |
| B. 2021-2022 Reappointments | VI-B, p. 1 |
| C. 2021-2022 Redesignations | VI-C, p. 1 |
| D. 2021-2022 Transfers | VI-D, p. 1 |
| E. 2021-2022 Resignations/Retirements/Conclude Employment | VI-E, p. 1-2 |
| F. 2021-2022 Supplements | VI-F, p. 1 |
| A. 2022-2023 Appointments | VI-A, p. 1 |
| B. 2022-2023 Reappointments | VI-B, p. 1-2 |
| C. 2022-2023 Redesignations | VI-C, p. 1 |
| D. 2022-2023 Transfers | VI-D, p. 1-4 |
| E. 2022-2023 Resignations/Retirements/Conclude Employment | VI-E, p. 1 |
| F. 2022-2023 Supplements | VI-F, p. 1-2 |

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>
CORNWELL, CHRISTINA LOY WJH PRINCIPAL, JUNIOR HIGH 12 MONTH	Lake Asbury Junior High School	Effective 2022-06-30 RESIGNATION
HERRHOLTZ, JAMES DEAN -SH 10 MONTH	Keystone Heights Elementary	Effective 2022-05-31 RESIGNATION
MORIARTY, MICHEALA ANNE DEAN -SH 10 MONTH	Wilkinson Jr High	Effective 2022-05-31 RESIGNATION
RODRIGUEZ, MELANIE GAIL DEAN-JH 10 MONTH	Keystone Heights High School	Effective 2022-05-31 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>
ALLISON III, ARTHUR GRAHAM OPJ ASST PRINCIPAL JH 11 MO 11 MONTH	Orange Park Jr High	Effective 2022-07-18 11 MONTH / Annual
BISHOP, REBECCA CLAUDIA BAF COOR ACCOUNTING 12 MONTH	Business Affairs	Effective 2022-07-11 12 MONTH / Annual
HERRHOLTZ, JAMES KHE ASST PRINCIPAL EL 11 MOS 11 MONTH	Keystone Heights Elementary	Effective 2022-07-18 11 MONTH / Annual
LINSCOMB, LANCE ANDREW OHS ASST PRIN 11 MO SH 11 MONTH	Oakleaf High School	Effective 2022-07-18 11 MONTH / Annual
MORIARTY, MICHEALA ANNE WJH ASST PRINCIPAL JH 11 MO 11 MONTH	Wilkinson Jr High	Effective 2022-07-18 11 MONTH / Annual
RODRIGUEZ, MELANIE GAIL KHH ASST PRIN 12 MO SH 12 MONTH	Keystone Heights High School	Effective 2022-07-01 12 MONTH / Annual

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>
COX, KIMBERLY RENEE FNS MGR FOOD TRUCK CAFETERI	Food & Nutrition Srvc	EFFECTIVE 08/02/2022 / REDESIGNATE FROM FNS MANAGER FOOD SERVICES INTERN / 10 MONTH
SHEPARD, JENNIFER LYNN SIP DIR SCH IMP/PD/ASSESS 12 MONTH	PROFESSIONAL DEVELOPMENT	EFFECTIVE 07/01/2022 / REDESIGNATE FROM SUPERVISOR SCH IMP/PD/ASSESS / 12 MONTH
UMBAUGH, JENNIFER NICOLE LAJ ASST PRINCIPAL JH 12 MO 12 MONTH	Lake Asbury Junior High School	EFFECTIVE 07/11/2022 / REDESIGNATE FROM LAJ ASST PRINCIPAL JH 11 MO / 11 MONTH
WILLIAMS, KELLY NICHOLE RHS ASST PRIN 12 MO SH 12 MONTH	Ridgeview High School	Effective 2022-08-01 / redesignated from / RHS ASST PRIN 11 MO SH / 11 MONTH

I. Administrative Actions**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
KLESS, CECILIA ESTHER OVE MGR SELF CONTAINED I CAFETERI	Oakleaf Village Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM FNS MANAGER FOOD SERVICES INTERN / 10 MONTH

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

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
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I. Administrative Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	
0.5	BRIGHT, STEVEN KYLE TES ESE INTERVENTION FAC. SUPPLEME	Tynes Elementary	Appointment
0.5	CHRISTOPHER, NAKIA MONIQUE TES ESE INTERVENTION FAC. SUPPLEME	Tynes Elementary	Appointment
	DAILEY, ROGER J LJH SOCCER HEAD JH SUPPLEME	CURRICULUM AND INSTRUCTION	Appointment
	KING, BONNIE BISHOP CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	LEWIS, MATTHEW L CHS SOFTBALL FP HD SH SUPPLEME	Clay High	Appointment
	MILLER, JEFFREY BRANDON TBE DISCRETIONARY SUPPLEME	Thunderbolt Elementary	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>
	BARTHOLOMEW, MELANIE SKELTON STS COUNSELOR, SH 11 MO 11 MONTH	CLIMATE AND CULTURE	Effective 2022-06-14 RESIGNATION
	CAFIERO, MACY AMBER OPE TEACHER, SC, SIXTH GR 10 MONTH	Orange Park Elementary	Effective 2022-05-31 RESIGNATION
	CRIM, SIMONE OPH TEACHER, READING, SH 10 MONTH	Orange Park High	Effective 2022-05-31 Conclude Employment
	DAWE, MICHELLE RANEE GCJ TEACHER, SOC STUD, JH 10 MONTH	Green Cove Springs Junior High	Effective 2022-05-31 RESIGNATION
	DELPHA, KIMBERLY CGE TEACHER, VE/INCLUSION 10 MONTH	Coppergate Elementary	Effective 2022-05-31 RESIGNATION
	DUNN, JAMES TYLER OLJ TEACHER, MUSIC, JH 10 MONTH	Oakleaf Junior High School	Effective 2022-05-31 RESIGNATION
	FERRO, RACHAEL MARIE ESE BEHAVIOR SITE COACH 10 MONTH	Ridgeview Elementary	Effective 2022-05-31 RESIGNATION
	FINDLEY, BRANDI B KHE TEACHER, SC, SECOND GR 10 MONTH	Keystone Heights Elementary	Effective 2022-05-31 RESIGNATION
	FORMAN, LINDSEY JOANNE LJH TEACHER, VE/INCLUSION 10 MONTH	Lakeside Junior High	Effective 2022-05-31 CONCLUDE EMPLOYMENT
	FOX, LUKE WILLIAM FIH TEACHER, SOC STUD, SH 10 MONTH	Fleming Island High School	Effective 2022-05-31 RESIGNATION
	FRY, PAUL G KHH TEACHER, SOC STUD, SH 10 MONTH	Keystone Heights High School	Effective 2022-05-31 CONCLUDE EMPLOYMENT
0.9	GANNON, STEFANIE NICOLE PES GENERAL HEALTH ASSISTA 9 MON SU	Robert M. Paterson Elementary	Effective 2022-05-27 RESIGNATION
	GELLER, VERONICA SUSAN RVE TEACHER, SC, SECOND GR 10 MONTH	Ridgeview Elementary	Effective 2022-05-31 RESIGNATION
	GUILLARD, JENNIFER LYNN CHS TEACHER, SCIENCE, SH 10 MONTH	Clay High	Effective 2022-05-31 RESIGNATION
0.9	HOLDREN, BRANDEN KYLE RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2022-05-27 RESIGNATION
	KENDALL, MONICA BROOKE TES TEACHER, SC, KINDERGARTEN 10 MONTH	Tynes Elementary	Effective 2022-05-31 RESIGNATION
	KIMBALL, CYNTHIA LAJ TEACHER, LANGUAGE ARTS, JH	Lake Asbury Junior High School	Effective 2022-05-31 RESIGNATION

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	LNG TRM		
	KINION, SARA DEE ANN WEC TEACHER, SC, FIFTH GR 10 MONTH	W.E. Cherry Elementary	Effective 2022-05-31 RESIGNATION
	KIRCHER, SCOTT D RHS TEACHER, MATHEMATICS, SR 10 MONTH	Ridgeview High School	Effective 2022-05-31 CONCLUDE EMPLOYMENT
	LOSCO, PAULA LYNN TES TEACHER, SC, SIXTH GR 10 MONTH	Tynes Elementary	Effective 2022-05-31 RESIGNATION
	MALZ, CHANNING MAE CGE TEACHER, DANCE, ELEM 10 MONTH	Coppergate Elementary	Effective 2022-05-31 RESIGNATION
	MCEACHIN, MICHELLE POPE POE TEACHER, PRE-KDG ESE 10 MONTH	Plantation Oaks Elementary	Effective 2022-05-31 RESIGNATION
	MCMURRAY, JEREMY KANE LAJ TEACHER, VE SELF- CONTAINED 10 MONTH	Lake Asbury Junior High School	Effective 2022-05-31 RESIGNATION
0.8	MENDEZ, KRISTINA MARIE GPE GENERIC CLASSROOM ASSISTAN 9 MON SU	Grove Park Elementary	Effective 2022-05-27 RESIGNATION
	MINTZ, JOSHUA MARTIN OPH TEACHER, MATHEMATICS, SR 10 MONTH	Orange Park High	Effective 2022-05-31 RESIGNATION
	O NEILL, ZACHARY M OLJ TEACHER, MUSIC, JH 10 MONTH	Oakleaf Junior High School	Effective 2022-05-31 RESIGNATION
	RAMIREZ, HAZEL JOSELY AES TEACHER, SC, KINDERGARTEN 10 MONTH	Argyle Elementary	Effective 2022-05-31 RESIGNATION
0.9	RENO, TERRI MARIE ROE GENERAL ASSISTANT 9 MON SU	Ridgeview Elementary	Effective 2022-05-27 RESIGNATION
	ROCKWELL, AMBER DAY LAE ASST PRINCIPAL EL 11 MOS 11 MONTH	Title 1	Effective 2022-06-14 RESIGNATION
0.4	SEXTON, DAVID BRYAN OLJ TEACHER, SCIENCE, JH 10 MONTH	Oakleaf Junior High School	Effective 2022-05-31 RESIGNATION
	WINFREE, KIMBERLY DIANE KHE TEACHER, SC, SECOND GR 10 MONTH	Keystone Heights Elementary	Effective 2022-05-31 RESIGNATION

III. Instructional Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
DOUGHTY, STEVEN PAUL WJH BASKETBALL HD JH SUPPLEME	Wilkinson Jr High	Appointment
LIGHTSEY, CHRISTOPHER M RHS FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Appointment
NOSSE, ASHLEIGH TARA GCJ DEPT HD (3-5) SUPPLEME	Green Cove Springs Junior High	Appointment
RAPOZA, ADAM REID CHS BASEBALL ASST SH SUPPLEME	Green Cove Springs Junior High	Appointment
RODRIGUEZ, ERIC IVAN CHS SOCCER HEAD JV SUPPLEME	Clay High	Appointment
VALERO, GARY B OPH FOOTBALL ASST HS 25% SUPPLEME	Orange Park High	Appointment

III. INSTRUCTIONAL ACTIONS 2021-2022

G. PENDING APPOINTMENTS

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

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III. INSTRUCTIONAL ACTIONS 2021-2022

H. OUT OF FIELD

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

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III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
ADAMS, TAMARA LYNETTE GPE TEACHER, SC, THIRD GR 10 MONTH	Grove Park Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
ANDERSON, KAILEY MARIE CGE TEACHER, SC, SECOND GR 10 MONTH	Coppergate Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
BARNES, MICHELLE PATTERSON DOE TEACHER, SC, FIRST GR 10 MONTH	Discovery Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
BARNETT, ALEXANDRIA SHAY POE TEACHER, PRE-KDG/ASD ESE 10 MONTH	Plantation Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
BECK, JENNIFER LYNN LAE TEACHER, SC, FIRST GR 10 MONTH	Lake Asbury Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
BENEDICT, HARRY THOREAU GPE TEACHER, MUSIC, ELEM 10 MONTH	Grove Park Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
BRASHEAR JR, ARLIE FREDDIE LAJ VE SELF-CONTAINED-EBD 10 MONTH	Lake Asbury Junior High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
BROWN, HAILEIGH HOLLIFIELD WEC TEACHER, TITLE I, ELEM 10 MONTH	W.E. Cherry Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
BUSSEY, AMANDA MICHELLE GCJ TEACHER, SOC STUD, JH 10 MONTH	Green Cove Springs Junior High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
CAREN, LORI MOSLEY CHE TEACHER, SC, FIRST GR 10 MONTH	Clay Hill Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
CARTER, TRICIA TAWANA AES TEACHER, SC, FIFTH GR 10 MONTH	Argyle Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
CASIAS, RUTH ANN POE COUNSELOR, ELEM 10 MONTH	Plantation Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
CHANDLER, LINDSAY BROOKS SLE TEACHER, SC, KINDERGARTEN 10 MONTH	Shadowlawn Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
CHANEY, TYLER JOSEPH MHS TEACHER, MUSIC, SH 10 MONTH	Middleburg High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
CHARLES, SHELLEY GRANT RHS TEACHER, MATHEMATICS, SR 10 MONTH	Ridgeview High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
CLINTON, BRITTAINEE RECHELE CGE VE SELF-CONTAINED-EBD 10 MONTH	Coppergate Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
COBBERT, WANDA DENISE CEB TEACHER, SC, FIRST GR 10 MONTH	Charles E. Bennett Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
COLON ALMODOVAR, YAMILETTE MAYRIM OHS TEACHER, SCIENCE, SH 10 MONTH	Oakleaf High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
COLON, AMANDA ELAINE MURPHY RHS TEACHER, HEALTH SCIENCE ED 10 MONTH	Ridgeview High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
COOPER, JOHN DAVID BLC VE SELF-CONTAINED-ASD 10 MONTH	Bannerman Learning Center	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
COPE, CYNTHIA LYNN WEC VE SELF-CONTAINED-ASD 10 MONTH	W.E. Cherry Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
CORBETT, JESSICA LYNNE MBE TEACHER, SC, KINDERGARTEN 10 MONTH	Middleburg Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
CUNNINGHAM, EMILY JANE RVE TEACHER, SC, FOURTH GR 10 MONTH	Ridgeview Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
DALTON, JOHN EDWARD CHS TEACHER, ROTC/MILITARY SH 11 MONTH	Clay High	Effective 2022-07-18 11 MONTH / Instructional Probationary Annual
DAVIS, AVERY LYNN AES TEACHER, SC, KINDERGARTEN 10 MONTH	Argyle Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
DOLNEY, CARRI DAWN BLC VE SELF-CONTAINED-EBD 10 MONTH	Bannerman Learning Center	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
DOTY, SAMUEL JAMES OPJ TEACHER, MATHEMATICS, JH 10 MONTH	Orange Park Jr High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
DOWD, ASHLEY CARLSON LAJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lake Asbury Junior High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
DURBAN, JODY ELDER LAJ TEACHER, READING, JH 10 MONTH	Lake Asbury Junior High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
ELLIS, SHANTELL RENE RVE VE SELF-CONTAINED-EBD 10 MONTH	Ridgeview Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
ELWOOD, KIMBERLY M POE TEACHER, SC, SIXTH GR 10 MONTH	Plantation Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
EUNICE, SHEREHE LYNN SPC TEACHER, SC, FIRST GR 10 MONTH	Swimming Pen Creek Elem	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
EYLER, ALEXIS MORGAN MBE TEACHER, SC, SECOND GR 10 MONTH	Middleburg Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
FIELDS, ANNA GARNETT MRE TEACHER, SC, SIXTH GR 10 MONTH	Mcrae Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
FITZGERALD, EMILY MARGARET OPH TEACHER, HEALTH SCIENCE ED 10 MONTH	Orange Park High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
FITZGERALD, MARY MARGARET WEC VE SELF-CONTAINED-ASD 10 MONTH	W.E. Cherry Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
FLANAGAN, SUMMER NICHOLE MADDEN POE TEACHER, SC, SECOND GR 10 MONTH	Plantation Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
FOX, CATHY LEE LAJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lake Asbury Junior High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
GANNON, STEFANIE NICOLE PES TEACHER, SC, FIRST GR 10 MONTH	Robert M. Paterson Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
GIBSON, MELANIE DAWN KHE TEACHER, GIFTED 10 MONTH	Keystone Heights Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
GOKEE, MARYBETH MRE TEACHER, SC, FIFTH GR 10 MONTH	Mcrae Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
GOLDSMITH, RAMONA YVETTE DOE TEACHER, SC, SECOND GR 10 MONTH	Discovery Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
GRANGER, CHRISTINA LYNN CTE COLLEGE/CAREER CH 11 MONTH	Career And Technical Education	Effective 2022-07-18 11 MONTH / Instructional Probationary Annual
GREGOIRE, STANNIE CARLINDA SBJ TEACHER, SC, SECOND GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
GRICE, MICHELLE DIGHERO LES TEACHER, SC, FIFTH GR 10 MONTH	Lakeside Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
GRIFFIN, ELIZABETH BLACK LES TEACHER, SC, THIRD GR 10 MONTH	Lakeside Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
GRIMSLEY, CONCETTA ANN AES TEACHER, SC, FIFTH GR 10 MONTH	Argyle Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
HAMILTON, DANIELLE ELIZABETH LAE TEACHER, SC, FIFTH GR 10 MONTH	Lake Asbury Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
HARRIS, KIMBERLY ANN OHS TEACHER, MATHEMATICS, SR 10 MONTH	Oakleaf High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
HELLWIG, BREE ELIZABETH TBE TEACHER, SC, SIXTH GR 10 MONTH	Thunderbolt Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
HINSON, BRANDIE MICHELLE ROE TEACHER, SC, KINDERGARTEN 10 MONTH	Rideout Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
HOLDREN, BRANDEN KYLE RHS VE SELF-CONTAINED-ASD 10 MONTH	Ridgeview High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
HOLMES, TESSA PAIGE OHS TEACHER, SOC STUD, SH 10 MONTH	Oakleaf High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
HOPSON, BOBBY ANN COLLIER OHS TEACHER, READING, SH 10 MONTH	Oakleaf High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
IVEY, KELSEY ANN TEACHER SUPPORT COACH/TRAINER 10 MONTH	PROFESSIONAL DEVELOPMENT	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
JOHNSON, IDARIS OPH TEACHER, HEALTH SCIENCE ED 10 MONTH	Orange Park High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
KEEN, KENDRA ANN CGE TEACHER, SC, FOURTH GR 10 MONTH	Coppergate Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
LEE JR, AARON CLYDE MHS TEACHER, ROTC/MILITARY SH 11 MONTH	Middleburg High	Effective 2022-07-18 11 MONTH / Instructional Probationary Annual
LOPER, STEPHANIE LYNN CHE TEACHER, VE/INCLUSION 10 MONTH	Clay Hill Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
LOPEZ, LIZ ARIANA POE TEACHER, SC, FIRST GR 10 MONTH	Plantation Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
MABRY, SUSAN MCDERMONT MBE TEACHER, SC, KINDERGARTEN 10 MONTH	Middleburg Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
MATHEWS, CALLIE ELIZABETH MCE TEACHER, SC, FOURTH GR 10 MONTH	Montclair Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
MCKELVAIN, DENNIS JOHN OPJ TEACHER, VE/INCLUSION 10 MONTH	Orange Park Jr High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
MCLAIN, ERIN MIRANDA CEB TEACHER, SC, FOURTH GR 10 MONTH	Charles E. Bennett Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
MENDEZ, KRISTINA MARIE GPE TEACHER, SC, SECOND GR 10 MONTH	Grove Park Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
MILLER, EMILY THOMAS TBE TEACHER, VE/INCLUSION 10 MONTH	Thunderbolt Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
MITERA, PAYTON ELIZABETH POE TEACHER, SC, THIRD GR 10 MONTH	Plantation Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
MORGAN, ASHLEE LAYNE AES TEACHER, SC, SECOND GR 10 MONTH	Argyle Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
MORRAND, VANESSA NICOLE OHS TEACHER, SCIENCE, SH 10 MONTH	Oakleaf High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
MUNOZ, VANNESSA CHASE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Keystone Heights Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
NELSON, VICTORIA LYNN LES TEACHER, SC, FIFTH GR 10 MONTH	Lakeside Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
NEWBERN, ALEXIS LEANN CHE TEACHER, SC, FIRST GR 10 MONTH	Clay Hill Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
NORMAN, ALEXANDRA ELIZABETH LAJ VE SELF-CONTAINED-IND 10 MONTH	Lake Asbury Junior High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
OGDEN, ROBIN DIANE WJH TEACHER, READING, JH 10 MONTH	Wilkinson Jr High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
PELESKO, NATALIE RENEE CGE TEACHER, SC, FOURTH GR 10 MONTH	Coppergate Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
PENDARVIS, ESTELLA DENTON MRE TEACHER, SC, FIFTH GR 10 MONTH	Mcrae Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
PERRY, SKYLAR RENEE OPH TEACHER, SOC STUD, SH 10 MONTH	Orange Park High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
PISTORIUS, NICOLE HELEN RVE TEACHER, ART, ELEM 10 MONTH	Ridgeview Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
RENO, TERRI MARIE RVE TEACHER, TITLE I, ELEM 10 MONTH	Ridgeview Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
ROBERTS, GRACE LEANN MRE TEACHER, SC, THIRD GR 10 MONTH	Mcrae Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
ROBINSON, SHANTAL MARION WJH TEACHER, SCIENCE, JH 10 MONTH	Wilkinson Jr High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
ROCKWELL, AMBER DAY TT1 CURR SPEC 12 MO 12 MONTH	Title 1	Effective 2022-07-01 12 MONTH / Professional Services
SASON, TYLER BRANDON	Exceptional Student Education	Effective 2022-08-02

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
ESE BEHAVIOR SITE COACH 10 MONTH		10 MONTH / Instructional Probationary Annual
SEIN, NAOMI ALIZABETH OHS VE SELF-CONTAINED-IND 10 MONTH	Oakleaf High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
SHOREMOUNT, PAUL D WJH TEACHER, MUSIC, JH 10 MONTH	Wilkinson Jr High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
SMILEY, KELLEY ANN CEB TEACHER, SC, THIRD GR 10 MONTH	Charles E. Bennett Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
STURROCK, VICTORIA LANE TES TEACHER, SC, KINDERGARTEN 10 MONTH	Tynes Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
TATO, ASHLEY LAPOINT ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Exceptional Student Education	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
TERRY, MEGAN JEAN LES TEACHER, SC, THIRD GR 10 MONTH	Lakeside Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
THOMAS, ANTONIO NAJEE RHS VE SELF-CONTAINED-ASD 10 MONTH	Ridgeview High School	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
THOMPSON, AMIE MICHELE DOE TEACHER, PHYSICAL ED EL 10 MONTH	Discovery Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
THROOP, VICTORIA ELIZABETH CHS TEACHER, SCIENCE, SH 10 MONTH	Clay High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
TRENT, LAURA ELISE OPH TEACHER, MATHEMATICS, SR 10 MONTH	Orange Park High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
URGO, MANDI LEIGH POE TEACHER, SC, FIFTH GR 10 MONTH	Plantation Oaks Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
VON EBERS, KARRI JO TBE TEACHER, SC, SIXTH GR 10 MONTH	Thunderbolt Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
WALKER, MIRANDA RAE BLC TEACHER, SOC STUD, SH 10 MONTH	Bannerman Learning Center	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
WEEKS, MICHELLE RENE SPC TEACHER, SC, FIFTH GR 10 MONTH	Swimming Pen Creek Elem	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
WELLS, AMY STAMBAUGH ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Oakleaf Village Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
WILLARD, MARIE LYNN WES TEACHER, TITLE I, ELEM 10 MONTH	Wilkinson Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
WILLIAMS, SHARDAY	Coppergate Elementary	Effective 2022-08-02

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
DIANDRAY CGE TEACHER, SC, FIRST GR 10 MONTH		10 MONTH / Instructional Probationary Annual
WOLTER, CHRISTIANNE LUCILLE MHS TEACHER, HEALTH SCIENCE ED 10 MONTH	Middleburg High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
ZACHARY, JULY KARINA OPH TEACHER, FOREIGN LANG, SH 10 MONTH	Orange Park High	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
ZIPPERER, SARA C ESE BEHAVIOR SITE COACH 10 MONTH	Mcrae Elementary	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
BLAIR, MARANDIA OPH TEACHER, VE/INCLUSION 10 MONTH	Orange Park High	10 MONTH / Annual
BYRD, JUSTIN OMAR BLC TEACHER, DROPOUT PREV SH 10 MONTH	Ridgeview High School	10 MONTH / Annual
CARMELLO, CAMERON MORGAN OHS TEACHER, DRAMA, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
DANIELS, SUSAN E AES TEACHER, SC, THIRD GR 10 MONTH	Argyle Elementary	10 MONTH / Professional Services
EGUIGURE, YANITZA MARIE OHS TEACHER, FOREIGN LANG, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
FERNANDEZ, JASON MICHAEL BLC VE SELF-CONTAINED-EBD 10 MONTH	Bannerman Learning Center	10 MONTH / Annual
GENERAZIO, ASHLEY R RHS TEACHER, ART, SH 10 MONTH	Ridgeview High School	10 MONTH / Annual
HAMEL, SARAH M CGE TEACHER, ART, ELEM 10 MONTH	Coppergate Elementary	10 MONTH / Annual
HUSKEY, AIMEE LEANNE FYA TEACHER, AGRICULTURE 10 MONTH	FL Youth Challenge Academy	10 MONTH / Annual
JAMMES, LINSAY D RHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Ridgeview High School	10 MONTH / Annual
MARCUS, JERRY ROBERT OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
PRICE JR, RAY MERLE OPH TEACHER, SCIENCE, SH 10 MONTH	Orange Park High	10 MONTH / Annual
TATE, BRITTANY MARIE RHS TEACHER, VE SELF- CONTAINED 10 MONTH	Ridgeview High School	10 MONTH / Annual
VOIRO, KAYLA NICOLE MHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Middleburg High	10 MONTH / Annual
YOUNG, MICHAEL EDWARD GCJ TEACHER, MATHEMATICS, JH 10 MONTH	Green Cove Springs Junior High	10 MONTH / Annual

III. Instructional Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
CARTER, BRITTANY LAURIN STS COUNSELOR SH 10 MO 10 MONTH	CLIMATE AND CULTURE	EFFECTIVE 08/02/2022 / REDESIGNATE FROM STS COUNSELOR, SH 11 MO / 11 MONTH
KIVETT, MARY CATHERINE STS COUNSELOR, SH 12 MO 12 MONTH	CLIMATE AND CULTURE	EFFECTIVE 07/01/2022 / REDESIGNATE FROM STS COUNSELOR, SH 11 MO / 11 MONTH

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III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
ABRAHAM, VALI MELISSA LJH TEACHER, SUPP FACIL 10 MONTH	Lakeside Junior High	EFFECTIVE 08/02/2022 / TRANSFER FROM DIS TEACHER, VE/INCLUSION / 10 MONTH
ABREU-FIGUEROA, ALEXANDRA OLJ TEACHER, MUSIC, JH 10 MONTH	Oakleaf Junior High School	EFFECTIVE 08/02/2022 / TRANSFER FROM TES TEACHER, MUSIC, ELEM / 10 MONTH
ALFANO, MEGAN RENEE DEAN -SH 10 MONTH	Fleming Island High School	EFFECTIVE 08/02/2022 / TRANSFER FROM LAJ DEAN- JH .6 AND TEACHER, MATHEMATICS, JH .4 / 10 MONTH
BAXLEY, RUTHANNE M OVE TEACHER, SC, FIFTH GR 10 MONTH	Oakleaf Village Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM TBE TEACHER, SC, SIXTH GR, / 10 MONTH
BELL, ALAINA J TES TEACHER, SC, SIXTH GR 10 MONTH	Tynes Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM GPE TEACHER, SC, SIXTH GR / 10 MONTH
BELL, KERRI A LAJ TEACHER, MATHEMATICS, JH 10 MONTH	Lake Asbury Junior High School	EFFECTIVE 08/02/2022 / TRANSFER FROM OHS TEACHER, MATHEMATICS, SR / 10 MONTH
BRADLEY, DAVID TEACHER, DEAN SH 10 MONTH	Oakleaf High School	EFFECTIVE 08/02/2022 / TRANSFER FROM OLJ TEACHER, SOC STUD, JH / 10 MONTH
BRODERSEN, CHEVY ALLISON OVE TEACHER, PRE-K/ BEHAVIOR ESE 10 MONTH	Oakleaf Village Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM POE TEACHER, PRE-KDG/ASD ESE / 10 MONTH
BRYANT, STEPHANIE M DOE TEACHER, GIFTED 10 MONTH	Discovery Oaks Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM RVE TEACHER, GIFTED, / 10 MONTH
BUCKLER, VALERIE SUZANNE TBE TEACHER, SC, FIRST GR 10 MONTH	Thunderbolt Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM CEB TEACHER, SC, FIRST GR / 10 MONTH
CARMICHAEL, DENISE RENEE SLE TEACHER, SC, FOURTH GR 10 MONTH	Shadowlawn Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM CGE TEACHER, SC, THIRD GR / 10 MONTH
DETORO, MARK ANDREW OHS VE SELF-CONTAINED-IND 10 MONTH	Oakleaf High School	EFFECTIVE 08/02/2022 / TRANSFER FROM BLC VE SELF-CONTAINED-ASD / 10 MONTH

III. Instructional Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
	DUPREE, MEGAN ELIZABETH OVE TEACHER, PRE-KDG ESE 10 MONTH	Oakleaf Village Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM POE TEACHER, PRE-KDG ESE, / 10 MONTH
	DYAL, CARLEY LAYNE CTE COLLEGE/CAREER CH 11 MONTH	Career And Technical Education	EFFECTIVE 07/18/2022 / TRANSFER FROM KHH TEACHER, AGRICULTURE / 11 MONTH
	EDWARDS, KIMBERLEE ANN ESE BEHAVIOR SITE COACH 10 MONTH	Exceptional Student Education	EFFECTIVE 08/02/2022 / TRANSFER FROM LES TEACHER, SC, FIRST GR / 10 MONTH
	FARMER, DEBORAH RVE TEACHER, GIFTED 10 MONTH	Ridgeview Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM SPC TEACHER, SC, FOURTH GR, / 10 MONTH
	GARRISON, RACHEL ANN KHH TEACHER, ART, SH 10 MONTH	Keystone Heights High School	EFFECTIVE 08/02/2022 / TRANSFER FROM RHS TEACHER, ART, SH / 10 MONTH
	GODWIN, KELLY JOYCE FYA TEACHER, DROPOUT PREV SH 10 MONTH	FL Youth Challenge Academy	EFFECTIVE 08/02/2022 / TRANSFER FROM CGE TEACHER, DRAMA, ELEM / 10 MONTH
	GRANT, COLBY ALEXANDER OHS CAREER TECH ED BASIC 10 MONTH	Oakleaf High School	EFFECTIVE 08/02/2022 / TRANSFER FROM OPH TEACHER ESE APP TECH / 10 MONTH
	GRIGGS JR, UNDRE FIH TEACHER, SOC STUD, SH 10 MONTH	Fleming Island High School	EFFECTIVE 08/02/2022 / TRANSFER FROM CEB TEACHER, SC, SIXTH GR / 10 MONTH
	HAMPSHIRE-BIVINS, KELLY D GCJ TEACHER, SOC STUD, JH 10 MONTH	Green Cove Springs Junior High	EFFECTIVE 08/02/2022 / TRANSFER FROM WJH TEACHER, SOC STUD, JH / 10 MONTH
	JEWELL, JESSICA LAINE TEACHER, DEAN JH 10 MONTH	Orange Park Jr High	EFFECTIVE 08/02/2022 / TRANSFER FROM LES TEACHER, SC, FOURTH GR / 10 MONTH
0.6	KIEM, ANDREA NICOLE ESE TEACHER, GIFTED 10 MONTH	Exceptional Student Education	EFFECTIVE 08/02/2022 / TRANSFER FROM POE TEACHER, SC, THIRD GR / 10 MONTH
0.4	KIEM, ANDREA NICOLE TBE TEACHER, GIFTED 10 MONTH	Exceptional Student Education	EFFECTIVE 08/02/2022 / TRANSFER FROM POE TEACHER, SC, THIRD GR / 10 MONTH
	LARSON, KRYSTIN TAYLOR GPE TEACHER, SC, FOURTH	Grove Park Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM LAJ

III. Instructional Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
	GR 10 MONTH		TEACHER, VE/INCLUSION / 10 MONTH
	MULLIS, SHANNON KAYE KHH TEACHER, SCIENCE, JH 10 MONTH	Keystone Heights High School	EFFECTIVE 08/02/2022 / TRANSFER FROM TES TEACHER, VE/INCLUSION / 10 MONTH
	MURRAY, MATHEW SCOTT FYA TEACHER, DROPOUT PREV SH 10 MONTH	FL Youth Challenge Academy	EFFECTIVE 07/18/2022 / TRANSFER FROM LAJ TEACHER, LANGUAGE ARTS, JH / 10 MONTH
	NAVARRO, STEPHANIE ERIN SIP CURRICULUM COACH/TRAINER 10 MONTH	PROFESSIONAL DEVELOPMENT	EFFECTIVE 08/02/2022 / TRANSFER FROM POE TEACHER, SC, FIFTH GR / 10 MONTH
	NOLAN, DARYAN BROOKE WJH TEACHER, BUSINESS ED 10 MONTH	Wilkinson Jr High	EFFECTIVE 08/02/2022 / TRANSFER FROM LJH TEACHER, BUSINESS ED / 10 MONTH
	PAIGE, BRENDA REBECCA OHS COUNSELOR, SH 11 MO 11 MONTH	Oakleaf High School	EFFECTIVE 08/02/2022 / TRANSFER FROM ESE BEHAVIOR SITE COACH / 10 MONTH
	PATTERSON, MELISSA LAIRD LJH TEACHER, SCIENCE, JH 10 MONTH	Lakeside Junior High	EFFECTIVE 08/02/2022 / TRANSFER FROM OLJ TEACHER, SCIENCE, JH, / 10 MONTH
	PICHOFF, LACEY MILLER TBE TEACHER, SC, SECOND GR 10 MONTH	Thunderbolt Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM WES TEACHER, TITLE I, ELEM, / 10 MONTH
	POTTER, STEPHANIE KAYLA RVE TEACHER, SC, FIFTH GR 10 MONTH	Ridgeview Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM CEB TEACHER, SC, SECOND GR / 10 MONTH
0.8	REYNOLDS JR, STEVEN MICHAEL DEAN -SH 10 MONTH	Keystone Heights High School	EFFECTIVE 08/02/2022 / TRANSFER FROM KHE TEACHER, PHYSICAL ED EL / 10 MONTH
	RICHARDSON, AMBER DAWN KHE TEACHER, SC, SIXTH GR 10 MONTH	Keystone Heights Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM CGE TEACHER, SC, FOURTH GR / 10 MONTH
	ROBERTS, CHRISTOPHER ALLEN OLJ TEACHER, SCIENCE, JH 10 MONTH	Oakleaf Junior High School	EFFECTIVE 08/02/2022 / TRANSFER FROM OVE TEACHER, SC, SIXTH GR / 10 MONTH
	ROSS, STEPHANIE MICHELLE OPH TEACHER, PHYSICAL ED SH 10 MONTH	Orange Park High	EFFECTIVE 08/02/2022 / TRANSFER FROM RHS TEACHER, FAMILY/CONSUMER / 10

III. Instructional Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
			MONTH
	SAPP, KERSTIN MARIE KHH TEACHER, MATHEMATICS, SR 10 MONTH	Keystone Heights High School	EFFECTIVE 08/02/2022 / TRANSFER FROM KHE TEACHER, SC, SIXTH GR / 10 MONTH
	SEECH, BRIAN C FIH TEACHER, SOC STUD, SH 10 MONTH	Fleming Island High School	EFFECTIVE 08/02/2022 / TRANSFER FROM MHS TEACHER, SOC STUD, SH / 10 MONTH
	SEIBERT, DINA HELEN SPECIALIST, SEDNET 12 MONTH	SEDNET	EFFECTIVE 07/01/2022 / TRANSFER FROM ESE BEHAVIOR SITE COACH / 10 MONTH
	SNYDER, ALICE MARIE OVE TEACHER, SC, SECOND GR 10 MONTH	Oakleaf Village Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM LAJ VE SELF- CONTAINED-IND / 10 MONTH
	STRAITON, VICTORIA LYNN POE TEACHER, PRE-KDG ESE 10 MONTH	Plantation Oaks Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM CEB TEACHER, SC, FIRST GR / 10 MONTH
	STUTZ, ANISSA HANLIN OPE TEACHER, SC, FIFTH GR 10 MONTH	Orange Park Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM DIS TEACHER, SC, SIXTH GR / 10 MONTH
	TAYLOR, LISA RENEE LAJ VE SELF-CONTAINED-IND 10 MONTH	Lake Asbury Junior High School	EFFECTIVE 08/02/2022 / TRANSFER FROM WES VE SELF-CONTAINED-LI / 10 MONTH
	THOMPSON, HEATHER SUE FIH TEACHER, STRATEGIC INT 10 MONTH	Fleming Island High School	EFFECTIVE 08/02/2022 / TRANSFER FROM TBE TEACHER, SC, SECOND GR / 10 MONTH
	ULRICH, JESSICA LYNNE DIS TEACHER, SC, SIXTH GR 10 MONTH	Doctors Inlet Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM OVE TEACHER, SC, SIXTH GR / 10 MONTH
	UNDERWOOD, JENNIFER ELIZABETH ROE TEACHER, SC, KINDERGARTEN 10 MONTH	Rideout Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM TES TEACHER, VE/INCLUSION / 10 MONTH
0.4	WEAVER, HEATHER GIBBS ROE TEACHER, VE/INCLUSION 10 MONTH	Human Resources	EFFECTIVE 08/02/2022 / TRANSFER FROM MCE TEACHER, SC, SIXTH GR / 10 MONTH
0.6	WEAVER, HEATHER GIBBS TEACHER, SPECIAL ASSIGNMENT 10 MONTH	Human Resources	EFFECTIVE 08/02/2022 / TRANSFER FROM MCE TEACHER, SC, SIXTH GR / 10 MONTH

III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
WEBB, ANNETTE MCE TEACHER, SC, SECOND GR 10 MONTH	Montclair Elementary	EFFECTIVE 08/02/2022 / TRANSFER FROM DOE TEACHER, SC, SIXTH GR/ 10 MONTH
WILDER, SEANNA KAE SPC TEACHER, SC, FOURTH GR 10 MONTH	Swimming Pen Creek Elem	EFFECTIVE 08/02/2022 / TRANSFER FROM POE TEACHER, SC, FIRST GR, / 10 MONTH
WOOD, WILLIAM H SPC TEACHER, SC, FOURTH GR 10 MONTH	Swimming Pen Creek Elem	EFFECTIVE 08/02/2022 / TRANSFER FROM LAE VE SELF-CONTAINED-ASD / 10 MONTH
ZIMMERMAN, JENNIFER A BLC CURR SPEC 12 MO 12 MONTH	Bannerman Learning Center	EFFECTIVE 07/01/2022 / TRANSFER FROM STS CURR SPEC 12 MO / 12 MONTH

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

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

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	ABRAHAM, DANIELLE NICOLE SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	ABRAMOWICH, STANLEY OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	ABREU-FIGUEROA, ALEXANDRA OLJ CHORAL DIRECTOR SH/JH SUPPLEME	Oakleaf Junior High School	Appointment
	ABREU-FIGUEROA, ALEXANDRA OLJ CHORUS DIR EOY 2 EVENTS SUPPLEME	Oakleaf Junior High School	Appointment
	ADAIR, KIMBERLY A SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	ADAMS, TERESA ANN SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	ADKISON, WENDI MARIE WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
	AFLEJE, ELIZABETH ANN LJH ACTIVITY PROG CO JH SUPPLEME	Lakeside Junior High	Appointment
	AFLEJE, ELIZABETH ANN LJH VOLLEYBALL HD JH SUPPLEME	Lakeside Junior High	Appointment
	ALLAIN-SHIPLEY, APRIL S ELE MATH FIELD DAY COOR SUPPLEME	PROFESSIONAL DEVELOPMENT	Appointment
	ALLEN, KYLE L CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	ALLEN, LISA L CGE DEPT HEAD (6-10) SUPPLEME	Coppergate Elementary	Appointment
	AMATO, AMBER LYN RHS STUDENT COUNCIL SH SUPPLEME	Ridgeview High School	Appointment
	AMIDON, SARA LAUREN WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
	AMMONS, STEPHANIE VIRGINIA WJH FLAG FOOTBALL HD SH/JH SUPPLEME	Wilkinson Jr High	Appointment
	ANDERSON, CHARLES R WJH TRACK ASST JH SUPPLEME	Wilkinson Jr High	Appointment
	ANDERSON, JOYCE C MHS NATIONA HONOR SOCIETY SUPPLEME	Middleburg High	Appointment
	ANDERSON, LAURA JEAN	Fleming Island High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FIH BASKETBALL HD SH SUPPLEME		
0.5	ANSCHUETZ, KIMBERLY JOY LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	ANSCHUETZ, KIMBERLY JOY LJH FLAG FOOTBALL HD SH/JH SUPPLEME	Lakeside Junior High	Appointment
	ANSCHUETZ, KIMBERLY JOY LJH SOFTBALL FP ASST JH SUPPLEME	Lakeside Junior High	Appointment
	ASKELSON, LAURA A INST APPLICATION FACILITATOR SUPPLEME	Thunderbolt Elementary	Appointment
	AUSTIN, BRADLEY JOSEPH INST APPLICATION FACILITATOR SUPPLEME	Clay High	Appointment
	BACHMAYER, ABBY A OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	BARNARD, ROBIN LEE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	BARNHART, KRISTIAN D MBE DISCRETIONARY SUPPLEME	Middleburg Elementary	Appointment
0.5	BARTEL, MARCIE DICKMANN PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	BARTON, DONNA M INST APPLICATION FACILITATOR SUPPLEME	Plantation Oaks Elementary	Appointment
	BASSETT, JENNIFER HUBBARD TBE ELEM PERF/PROD SUPPLEME	Thunderbolt Elementary	Appointment
	BASSLER, KIMBERLY ANN FIH CHEERLEADING VARSITY SUPPLEME	Fleming Island High School	Appointment
	BATCHELOR, AMY DAWN INST APPLICATION FACILITATOR SUPPLEME	Mcrae Elementary	Appointment
	BAUM, KENDRA MISHALLE OLJ ANNUAL STAFF JH SUPPLEME	Oakleaf Junior High School	Appointment
	BAUMGARDNER, KIMBERLEY DAWN AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	BEGIN, MARGARET E MHS DEPT HEAD 17-20 SUPPLEME	Middleburg High	Appointment
	BEGIN, MARGARET E	Middleburg High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	MHS NATIONAL BETA CLUB SP SUPPLEME		
	BEHNKEN, MARIA BECHHOLD LAJ CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
	BERGMAN-CIRILLO, STEFANIE ELLE CHS CROSS COUNTRY HD SH SUPPLEME	Clay High	Appointment
	BICE, HEATHER MOULTON RHS CHORAL DIRECTOR SH/JH SUPPLEME	Ridgeview High School	Appointment
	BILLIOT, REBECCA ROY SPELLING BEE COOR SUPPLEME	PROFESSIONAL DEVELOPMENT	Appointment
0.5	BLAND, DEBORA L KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	BLEAU, CHERA FORNER GCJ DEPT HEAD (6-10) SUPPLEME	Green Cove Springs Junior High	Appointment
	BLEAU, CHERA FORNER GCJ DRAMA JH SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	BOHN, LAURA SANDEFER DIS DEPT HEAD (11-16) SUPPLEME	Doctors Inlet Elementary	Appointment
0.3	BOONE, KELLY RAE MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	BORGER, ELLEN PORCHER MHS SOPHMORE CLASS SPON SUPPLEME	Middleburg High	Appointment
	BOWLES, CATHARINE REBECCA OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	BOYER, WALTER SCOTT LJH BAND DIR JH SUPPLEME	Lakeside Junior High	Appointment
	BOYER, WALTER SCOTT LJH BAND END OF YEAR 2 FEST SUPPLEME	Lakeside Junior High	Appointment
	BRAGG, REGINA M SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	BRAVO, MICHELLE NICOLE SPC SAFETY PATROL SUPPLEME	Swimming Pen Creek Elem	Appointment
	BRIGHT, JORDAN A FIH SWIMMING HD SH SUPPLEME	Fleming Island High School	Appointment
	BRITT, YALONDA EVETTE CTE CO-CURR CLUB SUPPLEME	Oakleaf Junior High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	BRITT, YALONDA EVETTE OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
0.3	BROSNAN, MINDY MICHELLE KHE DEPT HEAD 17-20 SUPPLEME	Keystone Heights Elementary	Appointment
	BROWN, ANITA L MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
0.5	BROWN, AVERY J LJH FOOTBALL ASST JH 25% SUPPLEME	Lakeside Junior High	Appointment
0.5	BROWN, AVERY J LJH FOOTBALL ASST JH 75% SUPPLEME	Lakeside Junior High	Appointment
	BROWN, DEBORAH A WJH CO-CURR CLUB SUPPLEME	Wilkinson Jr High	Appointment
	BROWN, LESLIE KAY MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
0.5	BROWN, RACHEL ELIZABETH MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	BROWN, VERONICA CLARK OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
0.5	BUCCI, AMY LEANN MHS JUNIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
0.5	BUCK, ALEXANDER JOHN K12 MUSIC FESTIVAL COOR SUPPLEME	Fleming Island High School	Appointment
	BUCKLEW, BAIRE J FIH SOFTBALL FP HD JV SUPPLEME	Fleming Island High School	Appointment
	BUCKLIN, SARA SOTOLONGO OLJ DEPT HEAD (11-16) SUPPLEME	Oakleaf Junior High School	Appointment
	BUMPERS, SHERRY L LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	BUMPERS, SHERRY L LJH DISCRETIONARY SUPPLEME	Lakeside Junior High	Appointment
	BURGHART, JOSHUA KYLE MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	BURGHART, LINDSAY ANN MHS BASKETBALL HD SH SUPPLEME	Middleburg High	Appointment
	BURGHART, LINDSAY ANN MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	BURKE II, MARVIN AUSTIN CHS TRACK HD SH	Clay High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	BURLEY, JEANETTE MARIE OLJ ACADEMIC COACH, LOCAL SUPPLEME	Oakleaf Junior High School	Appointment
	BURLEY, JEANETTE MARIE OLJ DEPT HEAD (11-16 SUPPLEME	Oakleaf Junior High School	Appointment
0.5	BURT, JERRY RICHARD MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	BURT, JERRY RICHARD MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	BURT, JERRY RICHARD MHS TENNIS HD SH SUPPLEME	Middleburg High	Appointment
	BUTLER, VONTRESE FEDRICK OHS CROSS COUNTRY HD SH SUPPLEME	Oakleaf High School	Appointment
	BYRD, PRINCE D CHS CHORAL DIRECTOR SH/JH SUPPLEME	Clay High	Appointment
	CALLOWAY-MCCRAY, DEIDRE LYNNET AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	CAMPBELL, ROBIN MARIE WJH SCI FAIR COOR LOCAL SUPPLEME	Wilkinson Jr High	Appointment
	CANAAN, MELISSA ASHLEY MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	CARAWAY, TELISSA ANN RHS FRESHMAN CLASS SPONSOR SUPPLEME	Ridgeview High School	Appointment
	CARMELLO, CAMERON MORGAN OHS DRAMA SH SUPPLEME	Oakleaf High School	Appointment
0.5	CARNES, AMY NICOLE KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
0.5	CARRIGAN, MEGAN K CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	CARROLL, LINDSEY REBECCA WES DISCRETIONARY SUPPLEME	Wilkinson Elementary	Appointment
0.5	CARTER, JESSICA DYKES KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	CARTER, MATTHEW ALLAN OHS BASEBALL HEAD SH SUPPLEME	Oakleaf High School	Appointment
	CASSADA, RENEE C	Coppergate Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	CGE DEPT HEAD (11-16 SUPPLEME		
	CASTILLO, SHANNAN MARIE MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	CAUSEY, HEATHER NICOL CEB ELEM PERF/PROD SUPPLEME	Charles E. Bennett Elementary	Appointment
	CAUSEY, HEATHER NICOL CEB SAFETY PATROL SUPPLEME	Charles E. Bennett Elementary	Appointment
	CERMAK, MATTHEW ANTHONY OHS SOCCER HEAD SH SUPPLEME	Oakleaf High School	Appointment
	CHANDLER, TRAAVIS T FIH BASKETBALL HD SH SUPPLEME	Fleming Island High School	Appointment
	CHANDLER, TRAAVIS T FIH FOOTBALL ASST HS 25% SUPPLEME	Fleming Island High School	Appointment
	CHANDLER, TRAAVIS T FIH FOOTBALL ASST SH 75% SUPPLEME	Fleming Island High School	Appointment
	CHANEY, MARCIA H OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	CHEATWOOD, CYNTHIA KEECH OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	CHEATWOOD, CYNTHIA KEECH OPJ DISCRETIONARY SUPPLEME	Orange Park Jr High	Appointment
0.5	CHIOSSONE, CHRISTINA MARIE GCJ DEPT HD (3-5) SUPPLEME	Green Cove Springs Junior High	Appointment
	CHIOSSONE, CHRISTINA MARIE GCJ ESE INTERVENTION FAC. SUPPLEME	Green Cove Springs Junior High	Appointment
	CHIOSSONE, CHRISTINA MARIE GCJ SCI FAIR COOR LOCAL SUPPLEME	Green Cove Springs Junior High	Appointment
	CLOUD, BRUCE ALLEN FIH GOLF HD SH SUPPLEME	Fleming Island High School	Appointment
	COFFEE, TIARA NICOLE LJH DEPT HEAD (11-16) SUPPLEME	Lakeside Junior High	Appointment
	COFFEE, TIARA NICOLE LJH ESE INTERVENTION FAC. SUPPLEME	Lakeside Junior High	Appointment
	COLE, FREDERICK DARNELL OHS BASKETBALL HD SH SUPPLEME	Oakleaf High School	Appointment
	COLLINS, TERRI LYNN TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	COLON, ARNALDO J RHS BAND DIR SH SUPPLEME	Ridgeview High School	Appointment
	COLON, ARNALDO J RHS DRILL SPONSOR SH SUPPLEME	Ridgeview High School	Appointment
	CONNER, COURTNEY DENISE SLE SAFETY PATROL SUPPLEME	Shadowlawn Elementary	Appointment
0.5	CONROY, SEAN PATRICK OHS DEPT HEAD 17-20 SUPPLEME	Oakleaf High School	Appointment
	CONROY, TRACI HELEN CGE SAFETY PATROL SUPPLEME	Coppergate Elementary	Appointment
	CORBITT, MARY JO AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	COUILLARD, EDDIE B OLJ DISCRETIONARY SUPPLEME	Oakleaf Junior High School	Appointment
	COULTIS, SEAN P FIH FOOTBALL ASST HS 25% SUPPLEME	Fleming Island High School	Appointment
	COULTIS, SEAN P FIH FOOTBALL ASST SH 75% SUPPLEME	Fleming Island High School	Appointment
	COULTIS, SEAN P FIH WEIGHTLIFTING HD SH SUPPLEME	Fleming Island High School	Appointment
	COURSEY, ALMA SEVILLA DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	COURSEY, TRACI BROADWAY MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	COURTNEY, ERICA JANE SLE ESE INTERVENTION FAC. SUPPLEME	Shadowlawn Elementary	Appointment
	COX, ANGELA SHEILA POE SAFETY PATROL SUPPLEME	Plantation Oaks Elementary	Appointment
0.5	CRESWELL, JENNIFER ANN PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
0.8	CREWS, REBECCA LADAWN OHS JUNIOR CLASS SPONSOR SUPPLEME	Oakleaf High School	Appointment
	CRIM, TONYA A CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	CRIM, TONYA A CHS ESE INTERVENTION FAC. SUPPLEME	Clay High	Appointment
	CROSS, KASSIDY A OHS SOFTBALL FP HD JV	Oakleaf High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.5	CROUCH, KATRINA KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	CROWLEY, SHANNON MARIE CEB ESE INTERVENTION FAC. SUPPLEME	Charles E. Bennett Elementary	Appointment
	CUDA, KATHERINE ELIZABETH MCE ELEM PERF/PROD SUPPLEME	Montclair Elementary	Appointment
0.3	CUMBUS, JENNIFER ALICIA KHE DEPT HEAD 17-20 SUPPLEME	Keystone Heights Elementary	Appointment
0.5	CUMMINGS, KATHERYN ELIZABETH WEC TT1 SUP ED SUPPLEME	W.E. Cherry Elementary	Appointment
	CURRIN, ASHLEY A DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	CURRIN, ASHLEY A DIS DISCRETIONARY SUPPLEME	Doctors Inlet Elementary	Appointment
	CURRY, MEGAN ELIZABETH CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	D ALESSIO, CHELSEA E TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	DALY, SHARON ANN CTE CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
0.5	DAMPIER, ANNA REBECCA KHE ESE INTERVENTION FAC. SUPPLEME	Keystone Heights Elementary	Appointment
	DAVIS, DONALD A LJH SOFTBALL FP HD JH SUPPLEME	Lakeside Junior High	Appointment
	DAVIS, KIMBERLY MCCARTY SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	DAVIS, LORI ANN CHS DANCE TEAM SH SUPPLEME	Clay High	Appointment
	DAVIS, LORI ANN CHS SOPHMORE SUPPLEME	Clay High	Appointment
	DEANGELO, DUSTIN D OHS TENNIS HD SH SUPPLEME	Oakleaf High School	Appointment
	DECHMAN, JANET ELISE CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	DEMARCO, MARY ELLEN CTE CO-CURR CLUB SUPPLEME	Orange Park High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	DEROUSIE, BETHANY LOIS RHS SCI FAIR COOR LOCAL SUPPLEME	Ridgeview High School	Appointment
	DETERS, DOUGLAS VANCE CHS BASKETBALL HD SH SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	DEVINE, MAUREEN CRISTIN OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
0.5	DIAMOND, ANGELA CATHERINE DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	DIAZ, MIRIAN GUARDARRAM PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	DICKEY, SHERI LYNN RHS SENIOR CLASS SPONSOR SUPPLEME	Ridgeview High School	Appointment
	DOANE, LANA D FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	DODSON, KRISTEN ELENA SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	DOTY, ROBIN ELISABETH INST APPLICATION FACILITATOR SUPPLEME	Orange Park Elementary	Appointment
	DOTY, ROBIN ELISABETH OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	DOUGHTY, STEVEN PAUL WJH ACADEMIC COACH, LOCAL SUPPLEME	Wilkinson Jr High	Appointment
	DOUGHTY, STEVEN PAUL WJH DRAMA JH SUPPLEME	Wilkinson Jr High	Appointment
	DOUGHTY, STEVEN PAUL WJH MATH TEAM SPONSOR SUPPLEME	Wilkinson Jr High	Appointment
	DRYDEN, KATHARINE L INST APPLICATION FACILITATOR SUPPLEME	Swimming Pen Creek Elem	Appointment
0.1	DUBIS, KIMBERLY N BLC (.128) SIXTH PERIOD SUPPLEME	Bannerman Learning Center	Appointment
	DUCHEMIN, MICHELLE MICHAEL LJH CHORAL DIRECTOR SH/JH SUPPLEME	Lakeside Junior High	Appointment
	DUCHEMIN, MICHELLE MICHAEL LJH CHORUS DIR EOY 2 EVENTS SUPPLEME	Lakeside Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	DUCHEMIN, MICHELLE MICHAEL LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	DUCHEMIN, MICHELLE MICHAEL LJH DRAMA JH SUPPLEME	Lakeside Junior High	Appointment
	DUPONT, DEEANN K CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
0.5	DZIWULSKI, KIMBERLY ANN TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
	EATON, DAKOTA EUGENE WJH SOCCER HEAD JH SUPPLEME	Wilkinson Jr High	Appointment
	EATON, SAMANTHA JO WJH ACTIVITY PROG CO JH SUPPLEME	Wilkinson Jr High	Appointment
	EDDEN, KATHLEEN RUTH CEB DEPT HEAD (6-10) SUPPLEME	Charles E. Bennett Elementary	Appointment
	EGUIGURE, YANITZA MARIE OHS FRESHMAN CLASS SPONSOR SUPPLEME	Oakleaf High School	Appointment
0.5	ELGIN, LESLIE C TES DEPT HD (3-5) SUPPLEME	Tynes Elementary	Appointment
	ELROD, MARY MCBATH OVE DISCRETIONARY SUPPLEME	Oakleaf Village Elementary	Appointment
	EMLANO, NOEMIE IBAY AES ELEM PERF/PROD SUPPLEME	Argyle Elementary	Appointment
	ENGLISH, JESSICA HAMILTON INST APPLICATION FACILITATOR SUPPLEME	Oakleaf Junior High School	Appointment
	ERVIN, MEGAN BLAKELY FIE DEPT HEAD (6-10) SUPPLEME	Fleming Island Elementary	Appointment
	ERVIN, MEGAN BLAKELY FIE ESE INTERVENTION FAC. SUPPLEME	Fleming Island Elementary	Appointment
	EVANS, LISA J MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	FATIMA, BATUL OPJ CO-CURR CLUB SUPPLEME	Orange Park Jr High	Appointment
0.5	FEHRS, AMY LYNNE CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
0.5	FIELDS, CHRISTY BAZEMORE	Middleburg High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	MHS CO-CURR CLUB SUPPLEME		
	FLAGG, PAMELA REGINA OHS STUDENT COUNCIL SH SUPPLEME	Oakleaf High School	Appointment
	FLORES, EDNA RENEE OLJ CO-CURR CLUB SUPPLEME	Oakleaf Junior High School	Appointment
	FLORES, EDNA RENEE OLJ DISCRETIONARY SUPPLEME	Oakleaf Junior High School	Appointment
	FLORES, EDNA RENEE OLJ DRAMA JH SUPPLEME	Oakleaf Junior High School	Appointment
	FLOYD, VICKIE C MHS DANCE TEAM SH SUPPLEME	Middleburg High	Appointment
	FLOYD, VICKIE C MHS TRACK HD SH SUPPLEME	Middleburg High	Appointment
	FOGLE, LEAH MICHELLE GCJ TRACK HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	FORBIS, MICHELLE DEANNE OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
	FORBIS, MICHELLE DEANNE OHS ESE INTERVENTION FAC. SUPPLEME	Oakleaf High School	Appointment
	FORD, LINDA ANN WJH ESE INTERVENTION FAC. SUPPLEME	Wilkinson Jr High	Appointment
0.5	FREEZE, ANN MARGARET OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
0.5	FRISBEE, STEPHANIE WILLIAMS PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	FUTCH, KAREN ANN ESE DEPT HEAD 17-20 SUPPLEME	Fleming Island Elementary	Appointment
	GEIGER, KRISTEN JANE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	GELEGAN, AMANDA MARIE SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	GELINAS, CRYSTAL LEE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
0.5	GIBSON, HEATHER LYNN KHE ESE INTERVENTION FAC. SUPPLEME	Keystone Heights Elementary	Appointment
	GIBSON, VICTORIA A FIE ELEM PERF/PROD	Fleming Island Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	GILLENWATERS, MELISSA LYNN KHE TITLE 1 SUP ED SUPPLEME	Keystone Heights Elementary	Appointment
	GILLENWATERS, TODD M CTE CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment
0.3	GLAZENER, SYDNEY M CHS SENIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
	GLENESKI, NANCY LYNN SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	GLENESKI, NANCY LYNN SBJ DISCRETIONARY SUPPLEME	S. Bryan Jennings Elementary	Appointment
	GLENESKI, NANCY LYNN SBJ ESE INTERVENTION FAC. SUPPLEME	S. Bryan Jennings Elementary	Appointment
	GODDARD, CHRISTOPHER DANIEL OPJ ACTIVITY PROG CO JH SUPPLEME	Orange Park Jr High	Appointment
	GODDARD, CHRISTOPHER DANIEL OPJ SOCCER HEAD JH SUPPLEME	Orange Park Jr High	Appointment
	GODDARD, CHRISTOPHER DANIEL OPJ TRACK ASST JH SUPPLEME	Orange Park Jr High	Appointment
	GODDARD, CHRISTOPHER DANIEL OPJ VOLLEYBALL HD JH SUPPLEME	Orange Park Jr High	Appointment
	GONZALEZ, CARLOS J ORTIZ RHS ESE INTERVENTION FAC. SUPPLEME	Ridgeview High School	Appointment
	GOOLSBY, GRAYSON LANE CHE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
	GORDON, JASMINE MARIE OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	GORDON, JASMINE MARIE OPJ DRAMA JH SUPPLEME	Orange Park Jr High	Appointment
	GOYETTE, TAYLOR DANIELLE SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	GRACE, ADRIENNE B FIH CHEERLEADING JV SUPPLEME	Fleming Island High School	Appointment
	GRAHAM, CLARISSA BERNADETTE	Orange Park Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
OPJ BASKETBALL HD JH SUPPLEME		
GRAHAM, CLARISSA BERNADETTE OPJ SOFTBALL FP HD JH SUPPLEME	Orange Park Jr High	Appointment
GRAHAM, CLARISSA BERNADETTE OPJ VOLLEYBALL HD JH SUPPLEME	Orange Park Jr High	Appointment
GRAHAM, INGA HELSETH CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
GRAHAM, PAULA MARIE CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
GRANDSTAFF, MAX MORGAN MHS SCI FAIR COOR LOCAL SUPPLEME	Middleburg High	Appointment
GRANESE, ROBERT MICHAEL GCJ ACTIVITY PROG CO JH SUPPLEME	Green Cove Springs Junior High	Appointment
GRANESE, ROBERT MICHAEL GCJ TRACK HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
GRANESE, ROBERT MICHAEL GCJ VOLLEYBALL HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
GRAVES, HEATHER R INST APPLICATION FACILITATOR SUPPLEME	Charles E. Bennett Elementary	Appointment
GREEN, DONALD CHRISTON CHS DRILL SPONSOR SH SUPPLEME	Clay High	Appointment
GREEN, MICHAEL BERT FIH SOCCER HEAD SH SUPPLEME	Fleming Island High School	Appointment
GREICO, CHRISTINA CGE ESE INTERVENTION FAC. SUPPLEME	Coppergate Elementary	Appointment
GRIMM, AMY GREENE FIH CO-CURR CLUB SUPPLEME	Fleming Island High School	Appointment
GROGAN, JAIME A MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
GROOVER, SUZANNE M CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
GUESS, CARLI ELIZABETH DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
GUGEL, CHRISTOPHER MICHAEL OHS BAND DIR SH	Oakleaf High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	GULDI, MALLORY MEREDITH CTE CO-CURR CLUB SUPPLEME	Fleming Island High School	Appointment
0.5	GULLETT, CAREY PIERCE OPE DISCRETIONARY SUPPLEME	Orange Park Elementary	Appointment
	GUNSAULUS JR, WILLIAM CALVIN LJH BASEBALL ASST JH SUPPLEME	Lakeside Junior High	Appointment
	GUNSAULUS SR, WILLIAM CALVIN LJH BASEBALL HEAD JH SUPPLEME	Lakeside Junior High	Appointment
	GUNTER, STEPHANIE G KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
0.5	GWALTNEY, VICTORIA LEIGH OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	HAGER, JOSHUA C SLE DEPT HEAD (6-10) SUPPLEME	Shadowlawn Elementary	Appointment
	HAIR, GLENN P OPJ DEPT HD (3-5) SUPPLEME	Orange Park Jr High	Appointment
	HALE, PHYLLIS GENE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	HALE, PHYLLIS GENE FIE DISCRETIONARY SUPPLEME	Fleming Island Elementary	Appointment
	HALL, KATHERYN LEE RHS SOPHMORE CLASS SPON SUPPLEME	Ridgeview High School	Appointment
	HAMEL, SARAH M CGE DISCRETIONARY SUPPLEME	Coppergate Elementary	Appointment
	HAMMER, PENNY DIANE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	HAMPTON, KRISTEN SHEREE MRE ELEM PERF/PROD SUPPLEME	Mcrae Elementary	Appointment
	HAN, HEATHER RENEE OHS SOFTBALL FP HD SH SUPPLEME	Oakleaf High School	Appointment
0.5	HANCOCK, TARA LEIGH PES DEPT HEAD (11-16) SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	HANLIN, ANITA LYNN DIS DEPT HEAD (11-16) SUPPLEME	Doctors Inlet Elementary	Appointment
	HARRIS, CHRISTOPHER CHARLES	Orange Park Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	OPE DEPT HD (3-5) SUPPLEME		
	HARTSHORN, BRENDA J MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	HARTZOG, TRAVIS GCJ WRESTLING HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	HAUG, ASHLEIGH SHIMKO MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	HAYES, ANN MARIE GCJ DEPT HEAD (6-10) SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	HAYES, ANN MARIE GCJ DISCRETIONARY SUPPLEME	Green Cove Springs Junior High	Appointment
	HAYMORE, KATIE JAHN OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	HAYNES, MICHELLE ANNE DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	HEINTZMAN, JOSHUA ALLEN OHS GOLF HD SH SUPPLEME	Oakleaf High School	Appointment
	HEITMAN, ANDREW T SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	HELLRUNG, AMANDA RUTH SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	HENDRICKS, MELISSA RENEE MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	HERSEY, ANGELA NOELLE MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	HERSEY, ANGELA NOELLE MRE SAFETY PATROL SUPPLEME	Mcrae Elementary	Appointment
	HILDEBRANDT, JUNE R MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	HILL, JIMMY L FIH FOOTBALL ASST HS 25% SUPPLEME	Fleming Island High School	Appointment
	HILL, JIMMY L FIH FOOTBALL ASST SH 75% SUPPLEME	Fleming Island High School	Appointment
	HILLIS, SHANNON LEIGH SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	HINTON, TAYLOR N WES SAFETY PATROL SUPPLEME	Wilkinson Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	HISCOX, JULIE ANN LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	HISCOX, JULIE ANN LJH VOLLEYBALL HD JH SUPPLEME	Lakeside Junior High	Appointment
	HOBBS, JORDAN PAIGE MHS STUDENT COUNCIL SH SUPPLEME	Middleburg High	Appointment
	HOLCOMBE, COURTNEY GRAYCE SPC ELEM PERF/PROD SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	HOLLINGER, LORRAINE PARETTI PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	HOLMGREN, RACHEL ANN INST APPLICATION FACILITATOR SUPPLEME	Lakeside Junior High	Appointment
	HOLMGREN, RACHEL ANN LJH ANNUAL STAFF JH SUPPLEME	Lakeside Junior High	Appointment
	HOWELL, JAMES LOUIS CTE CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	HOWLE, MARY ALICE INST APPLICATION FACILITATOR SUPPLEME	Middleburg Elementary	Appointment
	HUBE, SHANNON RENEE LJH CO-CURR CLUB SUPPLEME	Lakeside Junior High	Appointment
	HUBE, SHANNON RENEE LJH DEPT HD (3-5) SUPPLEME	Lakeside Junior High	Appointment
0.5	HUGGINS, SHELLEY STARKE TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
	HURLOCK, LISA MARIE OVE ESE INTERVENTION FAC. SUPPLEME	Oakleaf Village Elementary	Appointment
	ISOM, SHANNON DIONNE INST APPLICATION FACILITATOR SUPPLEME	Orange Park Jr High	Appointment
	ISOM, SHANNON DIONNE OPJ ANNUAL STAFF JH SUPPLEME	Orange Park Jr High	Appointment
	ISOM, SHANNON DIONNE OPJ DISCRETIONARY SUPPLEME	Orange Park Jr High	Appointment
	JAMES, TRUELLA GPE TT1 SUP ED SUPPLEME	Grove Park Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	JARRIEL, CHELSEA QUINN CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	JEFFERSON, RONALD SHELTON OHS BASKETBALL ASST SH SUPPLEME	Oakleaf High School	Appointment
	JOHNS, BENJAMIN G CHE ELEM PERF/PROD SUPPLEME	Clay Hill Elementary	Appointment
	JOHNS, DANIEL T SBJ ELEM PERF/PROD SUPPLEME	S. Bryan Jennings Elementary	Appointment
	JOHNSON, JESSICA MARIE AES SAFETY PATROL SUPPLEME	Argyle Elementary	Appointment
	JOHNSON, SPENCER ALAN MHS ESE INTERVENTION FAC. SUPPLEME	Middleburg High	Appointment
	JOHNSON, STACEY MICHELLE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	JONES, ASHLEY NICOLE CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
0.5	JONES, JENNIFER BRINKLEY KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
0.5	JONES, JONATHAN CHARLES INST APPLICATION FACILITATOR SUPPLEME	Lakeside Junior High	Appointment
0.5	JONES, JONATHAN CHARLES LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
0.5	JONES, KARON RICHARDS OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	JONES, MARY L WES TITLE 1 SUP ED SUPPLEME	Wilkinson Elementary	Appointment
0.5	JONES, SELINA CAROL KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	JOSEY JR, GARY L FIH BASKETBALL ASST SH SUPPLEME	Fleming Island High School	Appointment
	KACZMAREK, SAMANTHA L MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	KANDT, SIERRA DANYELLE POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
	KEELEY, LEAH DIANE CEB DISCRETIONARY SUPPLEME	Charles E. Bennett Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	KELLER, RODNEY SCOTT CHS WEIGHTLIFTING HD SH SUPPLEME	Clay High	Appointment
	KENDALL, COURTNEY MARIE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
0.5	KENDRICK, JULIE RENEE KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	KENNARD, KYLE ANDREW CHS FOOTBALL HD SH 75% SUPPLEME	Clay High	Appointment
	KENNARD, KYLE ANDREW CHS WEIGHTLIFTING HD SH SUPPLEME	Clay High	Appointment
	KENNARD, WHITNEY BROOKE PES ESE INTERVENTION FAC. SUPPLEME	Robert M. Paterson Elementary	Appointment
	KILCOIN, SARAH CLAIRE PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	KING, DAWN MARIE MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	KINNETT, TARYN KELLIE KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	KIRKLAND, BRENDA SUE FIH CO-CURR CLUB SUPPLEME	Fleming Island High School	Appointment
	KOCH, BETHANY KATHLEEN OHS NATIONA HONOR SOCIETY SUPPLEME	Oakleaf High School	Appointment
0.5	KOTZIERS, ANNEMARIE DANLELS OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	KOTZIERS, WILLIAM J LJH SOCCER HEAD JH SUPPLEME	Lakeside Junior High	Appointment
0.5	KROLL, ASHLEY PAPPAS KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	KRUCK, REBECCA DIANE OHS SENIOR CLASS SPONSOR SUPPLEME	Oakleaf High School	Appointment
	LABELLE, HEATHER JONES GCJ VOLLEYBALL HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	LABERIS, KEZIA LYNN OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
0.5	LAFONT, LAUREN ASHLEY CHS FRESHMAN CLASS SPONSOR	Clay High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	LAFONT, LAUREN ASHLEY CHS VOLLEYBALL HD SH SUPPLEME	Clay High	Appointment
0.5	LANE, LISA MICHELLE MRE DEPT HEAD (11-16) SUPPLEME	Mcrae Elementary	Appointment
	LANG, JENNIFER H DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	LANNOM, CHRISTOPHER PHILLIP OLJ ACTIVITY PROG CO JH SUPPLEME	Oakleaf Junior High School	Appointment
	LAPIERRE, AMY ELIZABETH RHS CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
	LARSEN, TINA MARIE GCJ BAND DIR JH SUPPLEME	Green Cove Springs Junior High	Appointment
	LARSEN, TINA MARIE GCJ BAND END OF YEAR 2 FEST SUPPLEME	Green Cove Springs Junior High	Appointment
	LARSEN, TINA MARIE GCJ CHORAL DIRECTOR SH/JH SUPPLEME	Green Cove Springs Junior High	Appointment
	LARSEN, TINA MARIE GCJ CHORUS DIR EOY 2 EVENTS SUPPLEME	Green Cove Springs Junior High	Appointment
	LASAUCE, JOY MARIE WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
0.5	LEE, KRISTIE L WEC TT1 SUP ED SUPPLEME	W.E. Cherry Elementary	Appointment
0.5	LENTZ, BILLIE ANNE OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
	LENTZ, BILLIE ANNE OHS SCI FAIR COOR LOCAL SUPPLEME	Oakleaf High School	Appointment
	LEVY, ASHLEY HOPE OPJ CHEERLEADING JH SUPPLEME	Orange Park Jr High	Appointment
	LEWIS, JENNA PATRICE MBE TITLE 1 SUP ED SUPPLEME	Middleburg Elementary	Appointment
	LEYIMU, AYOMIDE A CHS SOCCER HEAD SH SUPPLEME	Clay High	Appointment
	LILLARD, LEIGH A CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	LINEHAN, PATRICIA ANN	Oakleaf High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	OHS DEPT HEAD 17-20 SUPPLEME		
	LINTON, CHRISTOPHER LARRY MBE SAFETY PATROL SUPPLEME	Middleburg Elementary	Appointment
	LISGARIS, COURTNEY D PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	LISGARIS, COURTNEY D PES SAFETY PATROL SUPPLEME	Robert M. Paterson Elementary	Appointment
	LIVELY, PAMELA DAWN OVE DEPT HD (3-5) SUPPLEME	Oakleaf Village Elementary	Appointment
	LIZALDE, ELIZABETH MARIA POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
	LOKEINSKY, KARA E FIH SOFTBALL FP ASST SH SUPPLEME	Coppergate Elementary	Appointment
	LONG, RYAN M FIH SOCCER HEAD JV SUPPLEME	Fleming Island High School	Appointment
	LOTZE, KELLY LEIGH PES ELEM PERF/PROD SUPPLEME	Robert M. Paterson Elementary	Appointment
	LOWANS, ALLYSON ELIZABETH INST APPLICATION FACILITATOR SUPPLEME	Clay Hill Elementary	Appointment
	LOWE, VICKI MICHELLE BLC ESE INTERVENTION FAC. SUPPLEME	Bannerman Learning Center	Appointment
	LUNSFORD, SHERRI LYNN POE DEPT HEAD 21+ SUPPLEME	Plantation Oaks Elementary	Appointment
	LYBARGER, TARA JUSTINE MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	LYONS, CLINTON D FIH FLAG FOOTBALL HD SH/JH SUPPLEME	Fleming Island High School	Appointment
0.5	MACK, MARIAH C OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
	MACPHERSON, MAUREEN OLJ SCI FAIR COOR LOCAL SUPPLEME	Oakleaf Junior High School	Appointment
0.5	MAGPIONG JR, DAVID M LJH NAT HON SOC SH SUPPLEME	Lakeside Junior High	Appointment
	MAGPIONG JR, DAVID M LJH WRESTLING HD JH SUPPLEME	Lakeside Junior High	Appointment
	MALY, KELLY LYNN SPC DEPT HD (3-5)	Swimming Pen Creek Elem	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	MALY, RICHARD LEE LJH ACADEMIC COACH, LOCAL SUPPLEME	Lakeside Junior High	Appointment
	MALY, RICHARD LEE LJH TRACK ASST JH SUPPLEME	Lakeside Junior High	Appointment
	MANN, MELISSA KHE ELEM PERF/PROD SUPPLEME	Keystone Heights Elementary	Appointment
	MARKUM, COLLIN JAMES MHS ACADEMIC COACH, LOCAL SUPPLEME	Middleburg High	Appointment
	MARTELLE, JASON SCOTT LJH MATH TEAM SPONSOR SUPPLEME	Lakeside Junior High	Appointment
	MARTIN, ALEATHA ERICA INST APPLICATION FACILITATOR SUPPLEME	Orange Park Jr High	Appointment
0.5	MARTIN, CRYSTAL DAWN PES SAFETY PATROL SUPPLEME	Robert M. Paterson Elementary	Appointment
	MARTIN, GREGORY WILLIAM K12 ACADEMIC COACH, DISTRICT SUPPLEME	Oakleaf High School	Appointment
	MARTIN, GREGORY WILLIAM OHS TENNIS HD SH SUPPLEME	Oakleaf High School	Appointment
	MARTIN, JAY SCOTT WJH BASEBALL HEAD JH SUPPLEME	Wilkinson Jr High	Appointment
	MARTIN, VICTORIA L MBE DEPT HEAD (6-10) SUPPLEME	Middleburg Elementary	Appointment
	MARTIN, VICTORIA L MBE ESE INTERVENTION FAC. SUPPLEME	Middleburg Elementary	Appointment
	MARTINO, MICHAEL P FIH BASEBALL JV HD SH SUPPLEME	Fleming Island High School	Appointment
0.5	MASON, KRYSTAL MARIE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	MASSEY, BRIAN THOMAS INST APPLICATION FACILITATOR SUPPLEME	Wilkinson Elementary	Appointment
	MASSEY, LAUREN M MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	MASTANDREA, DANIELLE E POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
0.5	MATHIS, BILLY J MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	MATHIS, JAMIE LEIGH OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
0.5	MATHIS, JAMIE LEIGH OPE DISCRETIONARY SUPPLEME	Orange Park Elementary	Appointment
	MATTHEW, ANGELA ALICE INST APPLICATION FACILITATOR SUPPLEME	Middleburg High	Appointment
	MATTHEW, ANGELA ALICE MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	MATZ, MELISSA ANNE LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	MAYS, KELLY WILLIAMSON SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	MCCARTHY, KAREN M FIE DEPT HEAD (6-10) SUPPLEME	Fleming Island Elementary	Appointment
	MCCORDUCK, KERRY L LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	MCDADE, LINDSAY E RHS DRAMA SH SUPPLEME	Ridgeview High School	Appointment
	MCEARL, CHARLENE CRYSTAL CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	MCGAHEE, MICHELLE L CHS NATIONAL BETA CLUB SP SUPPLEME	Clay High	Appointment
	MCGHGHY, LINDA FAYE BLC DEPT HEAD (11-16) SUPPLEME	Bannerman Learning Center	Appointment
	MCGHGHY, LINDA FAYE INST APPLICATION FACILITATOR SUPPLEME	Bannerman Learning Center	Appointment
	MCQUAIG, TRAVIS AUSTIN CHS BASEBALL JV HD SH SUPPLEME	Clay High	Appointment
	MENGELSON, MALINDA CHANDLER MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
0.5	MESCALL, CARRIE C MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	MICHAELS, MARK OHS FOOTBALL ASST HS 25%	Oakleaf High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	MICHAELS, MARK OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
0.5	MILAM, HEATHER LYNN MHS FRESHMAN CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	MILBRANDT, DAVID ROBERTS OHS GOLF HD SH SUPPLEME	Oakleaf High School	Appointment
	MILLER, JOEL A INST APPLICATION FACILITATOR SUPPLEME	Oakleaf High School	Appointment
	MILLER, JOEL A OHS DEPT HEAD 17-20 SUPPLEME	Oakleaf High School	Appointment
	MILLER, JULIE MCCOY RHS ACADEMIC COACH, LOCAL SUPPLEME	Ridgeview High School	Appointment
	MILLER, KAREN J OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	MILLER, LISA M FIE SAFETY PATROL SUPPLEME	Fleming Island Elementary	Appointment
	MILLER, MARCUS R OHS FOOTBALL HD HS 25% SUPPLEME	Oakleaf High School	Appointment
	MILLER, MARCUS R OHS FOOTBALL HD SH 75% SUPPLEME	Oakleaf High School	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 Creek Elem	Appointment
0.5	MOORE, ALANNA FOREVER CTE CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	MOORE, MAKENZIE FAY CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
	MOORE, W STANLEY MHS GOLF HD SH SUPPLEME	Middleburg High	Appointment
	MORALES, NILSA NOEMI SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	MORGAN, MICHELLE L GCJ DEPT HEAD (6-10)	Green Cove Springs Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPLEME		
0.5	MORGAN, MICHELLE L GCJ DISCRETIONARY SUPLEME	Green Cove Springs Junior High	Appointment
	MORRIS, BRITTANY LYNNE MBE DEPT HD (3-5) SUPLEME	Middleburg Elementary	Appointment
	MOSES, JARED MATTHEW CHS BASKETBALL HD SH SUPLEME	Clay High	Appointment
	MOSES, JARED MATTHEW CHS FLAG FOOTBALL HD SH/JH SUPLEME	Clay High	Appointment
	MOSLEY, CARLY RENEE OPE ELEM PERF/PROD SUPLEME	Orange Park Elementary	Appointment
	MOUNTS, KRISTEN ELIZABETH POE DEPT HEAD (6-10) SUPLEME	Plantation Oaks Elementary	Appointment
	MURPHY, HALEY JEANNETTE MHS ANNUAL STAFF SH SUPLEME	Middleburg High	Appointment
	MURRHEE, ASHLEY N MRE TITLE 1 SUP ED SUPLEME	Mcrae Elementary	Appointment
0.5	MYERS, LINA ANGELICA PES DEPT HEAD (6-10) SUPLEME	Robert M. Paterson Elementary	Appointment
	NEBESNYK, HEIDI RENE MCE TT1 SUP ED SUPLEME	Montclair Elementary	Appointment
	NEDRICH, BRIAN WILLIAM FIH GOLF HD SH SUPLEME	Fleming Island High School	Appointment
	NEESE, SHANNON RAE CHE ESE INTERVENTION FAC. SUPLEME	Clay Hill Elementary	Appointment
	NESTOR, JORDAN ALEXANDRA SBJ DEPT HD (3-5) SUPLEME	S. Bryan Jennings Elementary	Appointment
	NICHOLS, DONALD W LJH FOOTBALL ASST JH 25% SUPLEME	Lakeside Junior High	Appointment
	NICHOLS, DONALD W LJH FOOTBALL ASST JH 75% SUPLEME	Lakeside Junior High	Appointment
	NIX, JENNIFER SHAFFER TES DEPT HEAD (6-10) SUPLEME	Tynes Elementary	Appointment
	NIXON, LISA DAWN OHS ANNUAL STAFF SH SUPLEME	Oakleaf High School	Appointment
	NIXON, LISA DAWN OHS DEPT HEAD (6-10) SUPLEME	Oakleaf High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	NOONEY, CHRISTOPHER A INST APPLICATION FACILITATOR SUPPLEME	Green Cove Springs Junior High	Appointment
	NORTON, LEAH JILL SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	NOSSE, ASHLEIGH TARA GCJ SOCCER HEAD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	OCHOA, ANGELICA INST APPLICATION FACILITATOR SUPPLEME	Keystone Heights Elementary	Appointment
0.5	ODONNELL, CAITLIN PATRICIA CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	OHLENDORF, FAITH CHRISTINA SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	ORMEO, EDWIN ZAMORA CTE CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	OSWALD, MELANIE SUE INST APPLICATION FACILITATOR SUPPLEME	Fleming Island Elementary	Appointment
	OTERO, CHRISTOPHER JOSEPH FIH CROSS COUNTRY HD SH SUPPLEME	Fleming Island High School	Appointment
	OTERO, CHRISTOPHER JOSEPH FIH TRACK HD SH SUPPLEME	Fleming Island High School	Appointment
	PACHECO, CARLY GALLAGHER TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	PADGETT, DANIEL L WJH BASEBALL ASST JH SUPPLEME	Wilkinson Jr High	Appointment
	PAINE, LAUREN DANIELLE INST APPLICATION FACILITATOR SUPPLEME	Doctors Inlet Elementary	Appointment
	PALMER, CATHY S TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	PARKER, ASHLEY MARIE SLE DEPT HEAD (6-10) SUPPLEME	Shadowlawn Elementary	Appointment
	PATERNOSTER, DAWN MARIE SPC DEPT HEAD (6-10) SUPPLEME	Swimming Pen Creek Elem	Appointment
	PATTON, ROBERT DOUGLAS GCJ FOOTBALL HD JH 25% SUPPLEME	Green Cove Springs Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	PATTON, ROBERT DOUGLAS GCJ FOOTBALL HD JH 75% SUPPLEME	Green Cove Springs Junior High	Appointment
	PEARCE, DANIEL A MHS BASEBALL HEAD SH SUPPLEME	Middleburg High	Appointment
	PEARCE, DANIEL A MHS GOLF HD SH SUPPLEME	Middleburg High	Appointment
0.5	PEREZ, TERESA MAE PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	PERRY, JENNIFER EILEEN GCJ CO-CURR CLUB SUPPLEME	Green Cove Springs Junior High	Appointment
	PERSINGER, JOSHUA W CHS BASEBALL HEAD SH SUPPLEME	Clay High	Appointment
	PETERS, MICHELLE A LJH SCI FAIR COOR LOCAL SUPPLEME	Lakeside Junior High	Appointment
	PETERSEN, RITA CHS DEPT HEAD (11-16) SUPPLEME	Clay High	Appointment
0.5	PETERSON, LILY ANN OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	PFUNTNER, TRACY LYNN OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	PHILLIPS, JULIE DENISE MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	PICKMAN, STEPHANIE RAE SPC DISCRETIONARY SUPPLEME	Swimming Pen Creek Elem	Appointment
	PIERSON, LISA MILDRED PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	PITCHFORD, CRISTA D CHE TITLE 1 SUP ED SUPPLEME	Clay Hill Elementary	Appointment
0.5	PITTMAN, MEREDITH ALAIR CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
0.5	POLK, KATHRYN ELIZABETH K12 MUSIC FESTIVAL COOR SUPPLEME	Middleburg High	Appointment
	POLK, KATHRYN ELIZABETH MHS CHORAL DIRECTOR SH/JH SUPPLEME	Middleburg High	Appointment
	POLK, KATHRYN ELIZABETH MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	POLK, KATHRYN ELIZABETH MHS DRAMA SH	Middleburg High	Appointment

III. Instructional Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
SUPPLEME		
POPE, MYLON D WJH DISCRETIONARY SUPPLEME	Wilkinson Jr High	Appointment
PORTOBANCO, GIORGIO FIH FOOTBALL HD JV 25% SUPPLEME	Fleming Island High School	Appointment
PORTOBANCO, GIORGIO FIH FOOTBALL HD JV 75% SUPPLEME	Fleming Island High School	Appointment
POWELL, ARINTON D OPJ TRACK HD JH SUPPLEME	Lakeside Elementary	Appointment
POWERS-YOUNG, JOHN OHS SWIMMING HD SH SUPPLEME	Oakleaf High School	Appointment
PRATHER, DANEEN WES DEPT HEAD (11-16) SUPPLEME	Wilkinson Elementary	Appointment
PRATHER, REGINA G OHS SOFTBALL FP ASST SH SUPPLEME	Oakleaf High School	Appointment
PREWITT, CARRIE A MHS VOLLEYBALL HD SH SUPPLEME	Middleburg High	Appointment
PROPPER, CHARLES DANA CHS BAND DIR SH SUPPLEME	Clay High	Appointment
PROPPER, CHARLES DANA CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
QUANT, GABRIEL CHS TENNIS HD SH SUPPLEME	Clay High	Appointment
QUILLIN, LAUREN ALIA MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
RALEY, MONTGOMERY KERRIGAN DIS ELEM PERF/PROD SUPPLEME	Doctors Inlet Elementary	Appointment
RASCH, TRACIE LEHMANN OLJ ESE INTERVENTION FAC. SUPPLEME	Oakleaf Junior High School	Appointment
RAY, KATHLEEN DRYSDALE TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
REAPE, JAMES P CHS FOOTBALL HD JV 75% SUPPLEME	Clay High	Appointment
REAPE, JAMES P CHS WRESTLING SUPPLEME	Clay High	Appointment
RECHIS, DANIELLA M FIH SWIMMING HD SH SUPPLEME	Fleming Island High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	RECHIS, SANDRA KAY MHS SWIMMING HD SH SUPPLEME	Middleburg High	Appointment
	REED, JAMIE FIH VOLLEYBALL HD SH SUPPLEME	Fleming Island High School	Appointment
	REID, STACEY MAY MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	RESIGA, ENIKO RHS NATIONAL BETA CLUB SP SUPPLEME	Ridgeview High School	Appointment
	RICE, BARRON BRIDGES OHS CHORAL DIRECTOR SH/JH SUPPLEME	Oakleaf High School	Appointment
	RICE, CRYSTAL LYNN CHS SOFTBALL FP HD JV SUPPLEME	Clay High	Appointment
	RICHARD, KRISTEN L OPJ BAND DIR JH SUPPLEME	Orange Park Jr High	Appointment
	RICHARD, KRISTEN L OPJ BAND END OF YEAR 2 FEST SUPPLEME	Orange Park Jr High	Appointment
	RICHARD, KRISTEN L OPJ CHORAL DIRECTOR SH/JH SUPPLEME	Orange Park Jr High	Appointment
	RICHARD, KRISTEN L OPJ CHORUS DIR EOY 2 EVENTS SUPPLEME	Orange Park Jr High	Appointment
	RICHARDSON, CLAYTON SWANN CHS GOLF HD SH SUPPLEME	Clay High	Appointment
	RICHIE, AMANDA SWEENEY AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	RITZ, NORMAN JOHN OHS NATIONAL BETA CLUB SP SUPPLEME	Oakleaf High School	Appointment
0.5	RIX, CHADWICK E CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
	RIX, CHADWICK E CHS SWIMMING HD SH SUPPLEME	Clay High	Appointment
	ROACH, JENNIFER LYNN INST APPLICATION FACILITATOR SUPPLEME	Robert M. Paterson Elementary	Appointment
	ROACH, JENNIFER LYNN PES DISCRETIONARY SUPPLEME	Robert M. Paterson Elementary	Appointment
	ROBBINS, CHAD DEWAYNE	Oakleaf High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
OHS BAND DIR SH SUPPLEME		
ROBBINS, CHAD DEWAYNE OHS FLAG CORPS SUPPLEME	Oakleaf High School	Appointment
ROBERTS, PEGGY SUE CTE CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
ROBERTSON, COLL RYAN MHS WRESTLING HD SH SUPPLEME	Middleburg High	Appointment
ROBERTSON, KELLY R WJH ANNUAL STAFF JH SUPPLEME	Wilkinson Jr High	Appointment
ROCK, ERIN MICHELLE CEB TITLE 1 SUP ED SUPPLEME	Charles E. Bennett Elementary	Appointment
RODGERS PROPST, AMANDA OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
ROE, TERESA JANE CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
ROMERO, FELICIA WINDHAM TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
ROMITO, KAREN ANNE WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
ROSANO, JOY E FIH SOCCER HEAD SH SUPPLEME	Fleming Island High School	Appointment
ROSENBAUM, TANNER NICOLE WJH CO-CURR CLUB SUPPLEME	Wilkinson Jr High	Appointment
ROUNTREE, BRETT NEWELL OHS SOCCER HEAD SH SUPPLEME	Oakleaf High School	Appointment
ROVNAK, PAULA JEAN TBE SAFETY PATROL SUPPLEME	Thunderbolt Elementary	Appointment
RUCKER, KAREN A CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
RUCKERSFELDT, JORDAN DANIELLE SBJ TT1 SUP ED SUPPLEME	S. Bryan Jennings Elementary	Appointment
RUNTE, TERRY LIN AES DEPT HEAD (6-10) SUPPLEME	Argyle Elementary	Appointment
RUSSO, JANE MARIE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
RUSZKOWSKI, SHAWN MARIE OPJ FLAG FOOTBALL HD SH/JH	Orange Park Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	RUSZKOWSKI, SHAWN MARIE OPJ SOFTBALL FP ASST JH SUPPLEME	Orange Park Jr High	Appointment
0.5	SAMPLES, AARON L OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
0.5	SANDS-CREE, BRITANY MICHELE CTE CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	SCAMAHORN, ALEXANDRA VIRGINIA MRE DISCRETIONARY SUPPLEME	Mcrae Elementary	Appointment
0.5	SCHAEFER, MELISSA D PES DEPT HEAD (11-16) SUPPLEME	Robert M. Paterson Elementary	Appointment
	SCHLOFMAN, DANIELLE LITTELL WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	SCOTT, JACOB THOMAS OHS FOOTBALL HD JV 25% SUPPLEME	Oakleaf High School	Appointment
	SCOTT, JACOB THOMAS OHS FOOTBALL HD JV 75% SUPPLEME	Oakleaf High School	Appointment
	SCOTT, JACOB THOMAS OHS WEIGHTLIFTING HD SH SUPPLEME	Oakleaf High School	Appointment
	SEIN, KATHERINE L OHS DEPT HEAD (6-10) SUPPLEME	Oakleaf High School	Appointment
	SELBY, LYNDIA MARIE CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
0.5	SENECA, KENNETH ALAN KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	SENN, REBECCA LEEANN OLJ CO-CURR CLUB SUPPLEME	Oakleaf Junior High School	Appointment
	SHAFFER, STEPHANIE S INST APPLICATION FACILITATOR SUPPLEME	Shadowlawn Elementary	Appointment
	SHAW, JAMI LEEANN GCJ ANNUAL STAFF JH SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	SHAW, JAMI LEEANN GCJ DEPT HD (3-5) SUPPLEME	Green Cove Springs Junior High	Appointment
	SHAW, MARY KAREN KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SHIPE, ABBIE E OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	SHOREMOUNT, PAUL D WJH BAND DIR JH SUPPLEME	Wilkinson Jr High	Appointment
	SHOREMOUNT, PAUL D WJH BAND END OF YEAR 2 FEST SUPPLEME	Wilkinson Jr High	Appointment
0.5	SIMPSON, JESSICA LYNN MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	SINES, KEVIN M WJH SOFTBALL FP HD JH SUPPLEME	Wilkinson Jr High	Appointment
	SKILES, MARSHA YOSHIKO ESE VERY SP ARTS COOR SUPPLEME	Exceptional Student Education	Appointment
	SLATER, DANIEL C GCJ BASEBALL HEAD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	SLUYS, ALLISON WEST TES DISCRETIONARY SUPPLEME	Tynes Elementary	Appointment
	SMALLWOOD, ANDREA LYNN INST APPLICATION FACILITATOR SUPPLEME	Tynes Elementary	Appointment
	SMEDLEY, MEAGAN POWELL WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
	SMENDA, AUSTIN C FIH FOOTBALL ASST HS 25% SUPPLEME	Fleming Island High School	Appointment
	SMENDA, AUSTIN C FIH FOOTBALL ASST SH 75% SUPPLEME	Fleming Island High School	Appointment
	SMITH, ANSLEY POLLI POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
	SMITH, KAMRYN HOPE LAJ CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
	SMITH, MERLIN DARRELL OLJ DEPT HD (3-5) SUPPLEME	Oakleaf Junior High School	Appointment
0.5	SMITH, RACHEL HEATHER TES DEPT HD (3-5) SUPPLEME	Tynes Elementary	Appointment
	SMITH, RONNA JEAN ESE SPECIAL OLYMPICS SUPPLEME	Thunderbolt Elementary	Appointment
	SNYDER, HEATHER K INST APPLICATION FACILITATOR	Montclair Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.5	SNYDER, LEIGH A FIE DEPT HEAD (6-10) SUPPLEME	Fleming Island Elementary	Appointment
0.5	SOKOLOWSKI, CHRISTINE D TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
	SPEAKE, MELISSA LYNN INST APPLICATION FACILITATOR SUPPLEME	Oakleaf Village Elementary	Appointment
0.5	SPEER, KATHARINE VOGT CHS FRESHMAN CLASS SPONSOR SUPPLEME	Clay High	Appointment
0.5	SPENCE, BEVERLY JOAN OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
0.5	SPIVEY, AMBER LYNNE KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	SPRATLEY, BRUCE KIMBALL GCJ BASKETBALL HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	SPRINGS, DAMENYUM FIH FOOTBALL HD HS 25% SUPPLEME	Fleming Island High School	Appointment
	SPRINGS, DAMENYUM FIH FOOTBALL HD SH 75% SUPPLEME	Fleming Island High School	Appointment
	SPRINGS, DAMENYUM FIH WEIGHTLIFTING HD SH SUPPLEME	Fleming Island High School	Appointment
	STARR, DAVID W LJH TRACK HD JH SUPPLEME	Lakeside Junior High	Appointment
	STEADMAN, MEGAN L WJH VOLLEYBALL HD JH SUPPLEME	Wilkinson Jr High	Appointment
	STEINER, JOHN ARMAND GCJ DEPT HEAD (6-10) SUPPLEME	Green Cove Springs Junior High	Appointment
	STEINER, JOHN ARMAND GCJ MATH TEAM SPONSOR SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	STERIO, AMANDA M LJH NAT HON SOC SH SUPPLEME	Lakeside Junior High	Appointment
	STEVENS, ANDREA MARIE CTE CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
	STEVENS, CANDICE ELBON CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	STONE, CORY J INST APPLICATION	Wilkinson Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FACILITATOR SUPPLEME		
	STUDER, LAUREN DEGRYSE SLE DEPT HEAD (6-10) SUPPLEME	Shadowlawn Elementary	Appointment
	STUDER, LAUREN DEGRYSE SLE DISCRETIONARY SUPPLEME	Shadowlawn Elementary	Appointment
	SUHR, CASEY MINA POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
	SUMMERS, MICHAEL BERT OLJ BAND DIR JH SUPPLEME	Oakleaf Junior High School	Appointment
	SUMMERS, MICHAEL BERT OLJ BAND END OF YEAR 2 FEST SUPPLEME	Oakleaf Junior High School	Appointment
	SUMMERS, PAULA KRISTINA OVE ELEM PERF/PROD SUPPLEME	Oakleaf Village Elementary	Appointment
0.5	SURITA, AMY SISCO MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	SUTTON, TAMMY C AES DEPT HEAD (6-10) SUPPLEME	Argyle Elementary	Appointment
	SWAIN, REBECCA REAMS CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	SWANN, BENJAMIN W OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	SWANN, BENJAMIN W OPJ SCI FAIR COOR LOCAL SUPPLEME	Orange Park Jr High	Appointment
	SWANN, BENJAMIN W OPJ SOCCER HEAD JH SUPPLEME	Orange Park Jr High	Appointment
	SWANN, BENJAMIN W OPJ TRACK HD JH SUPPLEME	Orange Park Jr High	Appointment
0.3	SWEAT, OLIVIA S CHS SENIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
	SWEENEY, SEAN PATRICK MHS BASKETBALL HD SH SUPPLEME	Middleburg High	Appointment
	TAFT, WILLIAM MICHAEL GCJ ACADEMIC COACH, LOCAL SUPPLEME	Green Cove Springs Junior High	Appointment
	TAFT, WILLIAM MICHAEL GCJ DISCRETIONARY SUPPLEME	Green Cove Springs Junior High	Appointment
	TAFT, WILLIAM MICHAEL GCJ NATION JUNIOR HONOR	Green Cove Springs Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SOC SUPPLEME		
	TAFT, WILLIAM MICHAEL GCJ TRACK ASST JH SUPPLEME	Green Cove Springs Junior High	Appointment
	TAICLET-JETT, MELISSA LYNN OVE SAFETY PATROL SUPPLEME	Oakleaf Village Elementary	Appointment
	TAYLOR, EMILY KATELYN OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	TAYLOR, TYKERA SHYNICE WJH CHEERLEADING JH SUPPLEME	Wilkinson Jr High	Appointment
	TAYLOR, TYKERA SHYNICE WJH DISCRETIONARY SUPPLEME	Wilkinson Jr High	Appointment
	TAYLOR, TYKERA SHYNICE WJH NATION JUNIOR HONOR SOC SUPPLEME	Wilkinson Jr High	Appointment
	TEBO, MARY SUSAN TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	THOMAS, AMY ELIZABETH INST APPLICATION FACILITATOR SUPPLEME	Ridgeview High School	Appointment
	THOMAS-GRIFFIN, KEVIN K OHS BASKETBALL ASST SH SUPPLEME	Oakleaf High School	Appointment
0.5	THRASHER, JAMES O LJH FOOTBALL ASST JH 25% SUPPLEME	Lakeside Junior High	Appointment
0.5	THRASHER, JAMES O LJH FOOTBALL ASST JH 75% SUPPLEME	Lakeside Junior High	Appointment
	TILLMAN, DALPHINE JONES OHS DANCE TEAM SH SUPPLEME	Oakleaf High School	Appointment
	TISON, MELISSA E MCE DISCRETIONARY SUPPLEME	Montclair Elementary	Appointment
	TOBLER, ULYSSES MHS TRACK HD SH SUPPLEME	Middleburg High	Appointment
	TOELKEN, ANDREW C FIH BASEBALL HEAD SH SUPPLEME	Fleming Island High School	Appointment
	TOMAZINIS, CAITLYN ASHLEY MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	TOMLIN, AMANDA LYN WJH TRACK HD JH SUPPLEME	Wilkinson Jr High	Appointment
0.1	TOMPKINS, VICTORIA A	Bannerman Learning Center	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	BLC (.128) SIXTH PERIOD SUPPLEME		
	TOMPKINS, VICTORIA A BLC DEPT HD (3-5) SUPPLEME	Bannerman Learning Center	Appointment
	TORRES, SUZETTE M DIS ESE INTERVENTION FAC. SUPPLEME	Doctors Inlet Elementary	Appointment
	TOUCEY, LEIGHTON NICOLE CEB DEPT HD.(3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	TRACY, LAURA JOHNSON CHS CHEERLEADING VARSITY SUPPLEME	Clay High	Appointment
	TRAYWICK, BENJAMIN D MHS WEIGHTLIFTING HD SH SUPPLEME	Middleburg High	Appointment
	TREST, KRISTIN CARRIE GCJ CHEERLEADING JH SUPPLEME	Green Cove Springs Junior High	Appointment
	TUCKER, LAURIE W OPE ESE INTERVENTION FAC. SUPPLEME	Orange Park Elementary	Appointment
	USRY, LEEANN MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	VAN VACTOR, ALICE MAY WES ESE INTERVENTION FAC. SUPPLEME	Wilkinson Elementary	Appointment
	VANLEY, SARAH JAYNE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
0.5	VARAS, KRISTIN ANGELA TES DEPT HEAD (11-16) SUPPLEME	Tynes Elementary	Appointment
	VERPLANCK, ERIN NICOLE KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment
0.5	VIGUE, JESSICA NICOLE TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
	WALKER, AMY JO FIH TRACK HD SH SUPPLEME	Fleming Island High School	Appointment
	WALKER, KIMBERLY MICHELLE CTE CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
	WALKER, SARAH KAITLIN INST APPLICATION FACILITATOR SUPPLEME	S. Bryan Jennings Elementary	Appointment
	WALKER-FORD, ANTONETTE LAVETT BLC ANNUAL STAFF JH SUPPLEME	Bannerman Learning Center	Appointment
	WALKER-FORD, ANTONETTE	Bannerman Learning Center	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	LAVETT BLC DEPT HEAD (11-16 SUPPLEME		
	WALLACE, ANTHONY VENTO WJH BASKETBALL HD JH SUPPLEME	Oakleaf Village Elementary	Appointment
	WALSH, ELIZABETH E OPJ ESE INTERVENTION FAC. SUPPLEME	Orange Park Jr High	Appointment
	WALSH, KERRI LYNN CHS DEPT HEAD (11-16 SUPPLEME	Clay High	Appointment
	WALTHOUR, TIFFANY AMBER OLJ DEPT HEAD (11-16 SUPPLEME	Oakleaf Junior High School	Appointment
	WALTHOUR, TIFFANY AMBER OLJ MATH TEAM SPONSOR SUPPLEME	Oakleaf Junior High School	Appointment
	WARREN, KELLI M WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
0.5	WATERS, LINDA LEIGH MRE DEPT HEAD (11-16 SUPPLEME	Mcrae Elementary	Appointment
	WAUGH, STEPHANIE ANN CHS DEPT HD (3-5) SUPPLEME	Clay High	Appointment
	WAUGH, STEPHANIE ANN CHS SOCCER HEAD SH SUPPLEME	Clay High	Appointment
	WEEKS, WILLIAM ALVIN CHS DRAMA SH SUPPLEME	Clay High	Appointment
0.3	WEEKS, WILLIAM ALVIN CHS SENIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
	WEISKOPF, CHASE MICHAEL MHS WEIGHTLIFTING HD SH SUPPLEME	Middleburg High	Appointment
	WELLONS, TECHLA ANN DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	WHETSTONE, DAVID A FIH BASEBALL ASST SH SUPPLEME	Fleming Island High School	Appointment
0.5	WHITE, BENJAMIN DAVIS OHS DEPT HEAD 17-20 SUPPLEME	Oakleaf High School	Appointment
	WHITE, BENJAMIN DAVIS OHS FOOTBALL ASST HS 25% SUPPLEME	Oakleaf High School	Appointment
	WHITE, BENJAMIN DAVIS OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
	WHITE, BENJAMIN DAVIS OHS WEIGHTLIFTING HD SH	Oakleaf High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	WHITE, HEIDI M OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	WHITE, HEIDI M OPE SAFETY PATROL SUPPLEME	Orange Park Elementary	Appointment
	WHITIN, ANITA MARIE INST APPLICATION FACILITATOR SUPPLEME	Coppergate Elementary	Appointment
	WIGGINS, ARISTEN I OHS VOLLEYBALL ASST SH SUPPLEME	Oakleaf High School	Appointment
	WILLEMSSEN, NICOLE ELIZABETH TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
	WILLIAMS, ANNA ATTAWAY TES SAFETY PATROL SUPPLEME	Tynes Elementary	Appointment
	WILLIAMS, CASSIDY J MBE ELEM PERF/PROD SUPPLEME	Middleburg Elementary	Appointment
	WILLIAMS, ROBBIN S MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	WILLIAMS, TARA ASHLYN AES DEPT HEAD (6-10) SUPPLEME	Argyle Elementary	Appointment
	WILLIS, JESSICA DAWN TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	WILSON, SHARON HELENE CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
	WILSON, STEPHANY ROBIN OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	WINDHAM, JORDAN PAIGE OHS VOLLEYBALL HD SH SUPPLEME	Oakleaf High School	Appointment
	WOFFORD, MARK S OPJ BASEBALL HEAD JH SUPPLEME	Orange Park Jr High	Appointment
	WOLFE, RYAN MICHAEL MHS FOOTBALL HD SH 75% SUPPLEME	Middleburg High	Appointment
0.5	WOLTER, CHRISTIANNE LUCILLE MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	WORSDELL, LACEY DANNETTE RVE TITLE 1 SUP ED SUPPLEME	Ridgeview Elementary	Appointment
	WRIGHT, KATHRYN LETSINGER	Wilkinson Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	WES ELEM PERF/PROD SUPPLEME		
	WUCHER, VICKIE M MCE ESE INTERVENTION FAC. SUPPLEME	Montclair Elementary	Appointment
0.5	WYNN-DOBBS, MICHELLE LEE OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	YANCEY, KENNETH EARL MHS CROSS COUNTRY HD SH SUPPLEME	Middleburg High	Appointment
	ZANER, BRADLEY ALBERT OPJ CO-CURR CLUB SUPPLEME	Orange Park Jr High	Appointment
0.5	ZIEGLER, SABRE ANN TES DEPT HEAD (11-16 SUPPLEME	Tynes Elementary	Appointment

III. INSTRUCTIONAL ACTIONS 2022-2023

G. PENDING APPOINTMENTS

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

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III. INSTRUCTIONAL ACTIONS 2022-2023

H. OUT OF FIELD

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

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A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
CHILDRESS, JANICE ANN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2022-06-01 - 2022-06-30
JEFFERS, BETH F FIE CLASSROOM ASSISTANT PREK	Fleming Island Elementary	Effective 2022-06-01 - 2022-06-30
LAVIGNE, PATRICIA ANNE WES LICENSED PRAC NURSE	Wilkinson Elementary	Effective 2022-06-22 - 2022-06-30
MILLER, PAULA DENISE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2022-06-01 - 2022-06-30
NEELY, MELISSA NICOLE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2022-06-13 - 2022-06-30
NOTO, MELISSA ANN MRE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2022-06-09 - 2022-06-30
RAMOS, JESSICA MARIE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2022-06-15 - 2022-06-30
RHODEN, KRISTEN MICHELLE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2022-06-01 - 2022-06-30
TAYLOR, EVON K LAJ ESE ASST SUMMER SCHOOL	Lake Asbury Junior High School	Effective 2022-06-29 - 2022-06-30
WALLEY, SANDRA ANN OVE GEN CLRM ASST SS	Oakleaf Village Elementary	Effective 2022-06-09 - 2022-06-30

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2021-2022

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2021-2022

C. ADULT EDUCATION

Appointments

NONE

DRAFT

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
CHILDRESS, JANICE ANN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2022-07-01 - 2022-07-30
MILLER, PAULA DENISE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2022-07-01 - 2022-07-30
NEELY, MELISSA NICOLE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2022-07-01 - 2022-07-30
NOTO, MELISSA ANN MRE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2022-07-01 - 2022-07-21
RAMOS, JESSICA MARIE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2022-07-01 - 2022-07-30
RHODEN, KRISTEN MICHELLE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2022-07-01 - 2022-07-30
TAYLOR, EVON K LAJ ESE ASST SUMMER SCHOOL	Lake Asbury Junior High School	Effective 2022-07-01 - 2022-07-13
WALLEY, SANDRA ANN OVE GEN CLRM ASST SS	Oakleaf Village Elementary	Effective 2022-07-01 - 2022-07-21

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2022-2023

B. COMMUNITY EDUCATION

Appointments

NONE

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IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2022-2023

C. ADULT EDUCATION

Appointments

NONE

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V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2021-2022

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2022-2023

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

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VI. Support Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
BRYANT, EUGENIA S TRN BUS AIDE SUMMER TRANSPOR	Transportation	Effective 2022-06-02 TRANSPOR / Annual
BUSSEY, DAPHNE G TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-06-02 TRANSPOR / Annual
LEVICKI, CRYSTAL GAYLE TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-06-02 TRANSPOR / Annual
MOTE, MITCHELL WADE TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-06-09 TRANSPOR / Annual
NEELY, SHAWN MICHAEL ITS TECH SPECIALIST 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2022-06-23 12 MO SU / Annual
NEHRING, BRADLEY THOMAS TRN PARTS MANAGER 12 MO SU	Transportation	Effective 2022-06-27 12 MO SU / Annual
NEWTON, ANGELA FAYE TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-06-02 TRANSPOR / Annual
REWINKEL, ROBERT EDWARD TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-06-02 TRANSPOR / Annual
RODGERS, GLENN TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-06-02 TRANSPOR / Annual
ZUROWSKI, SARAH CHRISTIAN HMR PERSONNEL ASST CONFIDEN	Human Resources	Effective 2022-06-13 CONFIDEN / Annual

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

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
ALVES, CHRISTOPHER DAVID OHS CUSTODIAN 12 MO SU	Oakleaf Village Elementary	12 MO SU / Multi-Year Conditional

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VI. Support Actions

C. RE-DESIGNATION

	<u>Name/Assignment</u>	<u>Site</u>	
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VI. Support Actions**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
ALVES, CHRISTOPHER DAVID OVE CUSTODIAN 12 MO SU	Oakleaf Village Elementary	Effective 2022-06-28 /transfer from / OHS CUSTODIAN
HAMPSHIRE, SHAWN ISIAH GCJ CUSTODIAN 12 MO SU	Green Cove Springs Junior High	Effective 2022-06-28 /transfer from / SLE CUSTODIAN
PARKER, LISA MARIE TRN BUS DRIVER/ DR TRAINER 12 MO SU	Transportation	Effective 2022-06-20 /transfer from / TRN BUS DRIVER
PEREZ, SYLVIA YALITZA TRN ROUTING DISPATCHER 12 MO SU	Transportation	Effective 2022-06-20 /transfer from / TRN BUS DRIVER
SULLIVAN, HENRY STEVEN OHS CUSTODIAN 12 MO SU	Oakleaf High School	Effective 2022-06-22 /transfer from / MNT CUSTODIAN

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	BATTEN, MICHAEL W CHS CAFE ASSISTANT 3.25 HOURS 9 MON CA	Clay High	Effective 2022-05-26 RESIGNATION
	BEATY, COREY ANN MRE CAFE ASSISTANT 5.5 HOURS 9 MON CA	Mcrae Elementary	Effective 2022-05-27 RESIGNATION
	BECKER, JANETTE LJH SCHOOL SEC ADMINISTRATION 10 MONTH	Lakeside Junior High	Effective 2022-05-31 RESIGNATION
	BELL, KHADIR NATHANIEL GPE CUSTODIAN 12 MO SU	Grove Park Elementary	Effective 2022-06-28 RESIGNATION
	BEMIS, AUDREY LYNNE TES CAFE ASSISTANT 7.5 HOURS 9 MON CA	Tynes Elementary	Effective 2022-05-27 RESIGNATION
0.9	CREWS, SHELLY L CHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	Effective 2022-05-27 RESIGNATION
0.9	DAVIS, JENNIFER M PES GENERAL ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2022-05-27 RESIGNATION
	DEEL, DELORISE ELLEN GCJ CAFE ASSISTANT 4.25 HOURS 9 MON CA	Green Cove Springs Junior High	Effective 2022-05-26 RETIREMENT
	DILLARD, SANDRA ELIZABETH TRN ESE ASST/BUS MONITOR LNG TRM	Transportation	Effective 2022-05-27 RESIGNATION
	DORR, SARAH BETH KHH ST RECORD SEC 12 MO 12 MO SU	Keystone Heights High School	Effective 2022-06-14 RESIGNATION
0.9	EARLS, BRITTANY MARIE LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2022-05-27 RESIGNATION
	FRIZZI, SARAH ELIZABETH TBE REGISTERED NURSE 10 MONTH	Thunderbolt Elementary	Effective 2022-05-31 RESIGNATION
	GAGNON, TIFFANY JANE SUPPORT - CWL 12 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2022-06-30 CONCLUDE EMPLOYMENT
	GARCIA, ROBERT WILLIAM OPH HEAD CUSTODIAN 12 MO SU	Orange Park High	Effective 2022-06-30 RESIGNATION
	GLENN II, JOSEPH KEITH SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2022-06-23 RESIGNATION
0.9	GOODWIN, KASSANDRA K TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	Effective 2022-05-27 RESIGNATION
	GREEN, MALINA JANE	Transportation	Effective 2022-05-27

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	TRN BUS DRIVER TRANSPOR		RETIREMENT
	KRIETE, SOUMAYA DOE SECRETARY 11 MO 11 MONTH	Discovery Oaks Elementary	Effective 2022-06-14 RESIGNATION
	LYMAN, ARIEL NICOLE CHE CUSTODIAN 12 MO SU	Clay Hill Elementary	Effective 2022-05-27 RESIGNATION
	MONGILLO, SHARON WEC CUSTODIAN 12 MO SU	W.E. Cherry Elementary	Effective 2022-06-30 RESIGNATION
0.9	NELSON, ANGELICA CHRISTINE WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2022-05-27 RESIGNATION
	RHODES CARTY, KATELYN JAZZ ALYN LAJ REGISTERED NURSE 10 MONTH	Lake Asbury Junior High School	Effective 2022-05-31 RESIGNATION
0.9	ROSS, STACIE ANNE MRE BEHAVIORAL HEALTH ASST 9 MON SU	Mcrae Elementary	Effective 2022-05-27 RESIGNATION
	SEGRS, TERESA ANN TRN BUS DRIVER TRANSPOR	Transportation	Effective 2022-05-27 RESIGNATION
	STEPHENS, HEATHER M GCJ MEDIA TECHNICAL ASST LNG TRM	Green Cove Springs Junior High	Effective 2022-05-31 RESIGNATION
	VALIDO, FERNANDO M RHS CUSTODIAN 12 MO SU	Ridgeview High School	Effective 2022-06-15 RESIGNATION
	VAUGHN, LISA MARIE CHS CAFE ASSISTANT 6 HOURS 9 MON CA	Clay High	Effective 2022-05-26 RESIGNATION

VI. Support Actions**F. SUPPLEMENT**

<u>Name/Assignment</u>	<u>Site</u>	
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VI. Support Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	BRYANT, EUGENIA S TRN BUS AIDE SUMMER TRANSPOR	Transportation	Effective 2022-07-01 TRANSPOR / Annual
	CANTLON, VICKI LEE TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-06-02 TRANSPOR / Annual
	CANTLON, VICKI LEE TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-07-01 TRANSPOR / Annual
0.8	DE LA CRUZ COLON, MICHELLE RHS ESOL CLASSROOM ASSISTANT 9 MON SU	Ridgeview High School	Effective 2022-08-08 9 MON SU / Annual
0.8	GONZALEZ YAMBO, ENID MARIE OPJ ESOL CLASSROOM ASSISTANT 9 MON SU	Orange Park Jr High	Effective 2022-08-08 9 MON SU / Annual
	HOUSTON, THOMAS AARON KHH CUSTODIAN 12 MO SU	Keystone Heights High School	Effective 2022-07-05 12 MO SU / Annual
	JEFFERS, BETH F DIS GEN CLRM ASST SS SUMMER S	Rideout Elementary	Effective 2022-07-01 SUMMER S / Annual
	KUHNOW, CAROL PATRICIA CGE ST RECORD SEC 12 MO 12 MO SU	Coppergate Elementary	Effective 2022-07-05 12 MO SU / Annual
	LEVICKI, CRYSTAL GAYLE TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-07-01 TRANSPOR / Annual
	LITTLE, CHRISTIN RENEE HMR DATA ENTRY/RECORDS TECHNIC CONFIDEN	Human Resources	Effective 2022-07-05 CONFIDEN / Annual
	MOTE, MITCHELL WADE TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-07-01 TRANSPOR / Annual
	NELSON, LETICIA ROSE SIP ADMINISTRATIVE SECRETARY 12 MO SU	PROFESSIONAL DEVELOPMENT	Effective 2022-07-05 12 MO SU / Annual
	NEWTON, ANGELA FAYE TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-07-01 TRANSPOR / Annual
	REWINKEL, ROBERT EDWARD TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-07-01 TRANSPOR / Annual
	RODGERS, GLENN TRN BUS DRIVER SUMMER TRANSPOR	Transportation	Effective 2022-07-01 TRANSPOR / Annual
	SHANNON, TAMMY J OPH TEACHER, SOC STUD, SH 10 MONTH	Business Affairs	Effective 2022-08-02 10 MONTH / Instructional Probationary Annual
	SMITH, IRIS ACE BOOKKEEPER 12 MO SU	Adult/Community Education	Effective 2022-07-11 12 MO SU / Annual

VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	ALLISON, ALLISON BEDRAN GPE MEDIA TECHNICAL ASST 10 MONTH	Grove Park Elementary	10 MONTH / Multi-Year Conditional
0.9	ANDERSON, ABIGALE LEIGH RHS GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview High School	9 MON SU / Annual
0.9	BATTLE, TONY S GCJ GENERAL HEALTH ASSISTA 9 MON SU	Green Cove Springs Junior High	9 MON SU /
0.9	COLLINS, MELANIE LYNN WES GENERAL HEALTH ASSISTA 9 MON SU	Wilkinson Elementary	9 MON SU / Annual
0.9	DVORAK, MARIE K SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	9 MON SU / Annual
	GREEN, PAMELA J AES ST RECORD SEC 12 MO 12 MO SU	Argyle Elementary	12 MO SU / Multi-Year Conditional
0.9	JAMES, ELIZABETH ANNE WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	9 MON SU / Annual
	KINNEY, NICHELLE R LJH SCHOOL SEC ADMINISTRATION 10 MONTH	Lakeside Junior High	10 MONTH / Annual
	NEELY, SHAWN MICHAEL ITS TECH SPECIALIST 12 MO SU	INFORMATION AND TECH SERVICES	12 MO SU / Annual
	NEHRING, BRADLEY THOMAS TRN PARTS MANAGER 12 MO SU	Transportation	12 MO SU / Annual
	PERKINS, MARTHA JENNIE WJH SCHOOL SEC ADMINISTRATION 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
0.9	POWELL, DEANNA SHRI OPJ BEHAVIORAL HEALTH ASST 9 MON SU	Orange Park Jr High	9 MON SU / Multi-Year Conditional
0.9	SHERROW, ASHLEY M WJH SECRETARY 11 MO 11 MONTH	Wilkinson Jr High	11 MONTH / Multi-Year Conditional
	SMITLEY, PAMELA LEIGH OPH VPK CHILD CARE LEAD ASST 10 MONTH	Orange Park High	10 MONTH / Multi-Year Conditional
	SYLLON, MARIE MONA FIH CUSTODIAN 12 MO SU	Fleming Island High School	12 MO SU / Annual
0.9	WEST, LEE ANN AES GENERAL ASSISTANT 9 MON SU	Argyle Elementary	9 MON SU / Annual

VI. Support Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
WISE, DANYELL MICHELLE LAJ CUSTODIAN 12 MO SU	Lake Asbury Junior High School	12 MO SU / Annual
WISSEMAN, ROBERT WAYNE MNT CUSTODIAN 12 MO SU	Division of Support Svcs	12 MO SU / Annual
ZUROWSKI, SARAH CHRISTIAN HMR PERSONNEL ASST CONFIDEN	Human Resources	CONFIDEN / Annual

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

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
POWER, LINDA MICHELLE WES TITLE I ASSISTANT 9 MON SU	Wilkinson Elementary	EFFECTIVE 2022-08-08 RE- DESIGNATE FROM .8 TITLE 1 ASSISTANT

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VI. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	ADAMS, PEARLINE PATRICIA WEC CUSTODIAN 12 MO SU	Oakleaf Junior High School	Effective 2022-07-18 /transfer from / OLJ CUSTODIAN
	ALLEN SR, DANIEL A OPH HEAD CUSTODIAN 12 MO SU	Orange Park High	Effective 2022-07-01 /transfer from /
0.9	ALVES, AIREN M OVE GENERAL HEALTH ASSISTA 9 MON SU	Oakleaf Village Elementary	Effective 2022-08-08 /transfer from /
	ALVES, CHRISTOPHER DAVID OVE CUSTODIAN 12 MO SU	Oakleaf Village Elementary	Effective 2022-07-01 /transfer from /
0.8	BOREE, WENDY MICHELLE OPJ IN SCHOOL SUSPENSION 9 MON SU	Transportation	Effective 2022-08-08 /transfer from /
	BRITT, CHRISTOPHER DEVON MNT HEAD CUSTODIAN 1 12 MO SU	Green Cove Springs Junior High	Effective 2022-09-01 /transfer from / GCJ HEAD CUSTODIAN
	BROWN, REBEKA WESTGATE BLC PRINCIPAL SECRETARY CONFIDEN	Transportation	Effective 2022-07-18 /transfer from / TRN PAYROLL SUPPORT ASST
	BUCKLEW, JENNIFER ANN FIH ADMINISTRATIVE SECRETARY 12 MO SU	Fleming Island High School	Effective 2022-07-11 /transfer from /
0.9	BUTTS, SARAH YVONNE OVE GENERAL ASSISTANT 9 MON SU	Oakleaf Village Elementary	EFFECTIVE 2022-08-08 TRANSFER FROM OHS CAFE ASSISTANT 4 HOURS
	CABEY, ADRIA S FIH CHILD CARE ASSISTANT 10 MONTH	Middleburg High	Effective 2022-08-02 /transfer from /
0.9	CASON, CARMELITA C OVE GENERAL ASSISTANT 9 MON SU	Oakleaf Village Elementary	EFFECTIVE 2022-08-08 TRANSFER FROM POE GENERAL ASSISTANT
	DEPRATTER, PAMELA ANN CHE ST RECORD SEC 12 MO 12 MO SU	Clay Hill Elementary	Effective 2022-07-01 /transfer from /
0.9	DUTTON, KARI LENORA TBE GENERAL HEALTH ASSISTA 9 MON SU	Thunderbolt Elementary	Effective 2022-08-08 /transfer from /
	HAMPSHIRE, SHAWN ISIAH GCJ CUSTODIAN 12 MO SU	Green Cove Springs Junior High	Effective 2022-07-01 /transfer from /
	HAYES, MICHELLE M HMR PERSONNEL ASST CONFIDEN	Human Resources	EFFECTIVE 2022-07-01 TRANSFER FROM POE PRINCIPAL'S SECRETARY
0.9	HENRY, GASSETTIA O PES GENERAL ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2022-08-08 /transfer from /
0.9	JENNINGS, JORDAN RAE KHE GENERAL ASSISTANT 9 MON SU	Keystone Heights Elementary	Effective 2022-08-08 /transfer from /
0.9	JIMENEZ, CHRISTINA HA POE BEHAVIORAL HEALTH	Plantation Oaks Elementary	Effective 2022-08-08 /transfer from /

VI. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	ASST 9 MON SU		
	JUSTICE-STEINMAN, MICHELLE MARITA-GAB ITS DATA SERVICES ASSISTANT 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2022-07-11 /transfer from / FIH ADMINISTRATIVE SECRETARY
	MIFSUD, SHERRI RENE POE PRINCIPAL SECRETARY CONFIDEN	Plantation Oaks Elementary	Effective 2022-07-01 /transfer from /
0.9	MONTESDEOCA, LIZA DEL CARMEN OVE GENERAL HEALTH ASSISTA 9 MON SU	Oakleaf Village Elementary	Effective 2022-08-08 /transfer from /
0.9	MOONEY, MAKALA KRISTINA SLE GENERAL ASSISTANT 9 MON SU	Shadowlawn Elementary	Effective 2022-08-08 /transfer from /
	NEELEY, MELISSA GAIL CVA DATA SERVICES ASSISTANT 12 MO SU	Clay Virtual Academy	Effective 2022-07-01 /transfer from /
	NORRIS, JENNIFER MARY ITS DATA SERVICES ASSISTANT 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2022-07-11 /transfer from / GCJ ST RECORD SEC 12 MO
0.9	ONDISH, ROBYN LYNN WES GENERAL ASSISTANT 9 MON SU	Middleburg High	Effective 2022-08-08 /transfer from /
	PALLADINO, DANIEL T RVE HEAD CUSTODIAN 12 MO SU	Ridgeview Elementary	Effective 2022-07-01 /transfer from /
0.9	PALMER, EARLENE L POE GENERAL ASSISTANT 9 MON SU	Plantation Oaks Elementary	EFFECTIVE 2022-08-08 REDESIGNATE FROM POE GENERAL ASSISTANT
	PARKER, LISA MARIE TRN BUS DRIVER/ DR TRAINER 12 MO SU	Transportation	Effective 2022-07-01 /transfer from /
0.8	PEREZ BURGOS, JOSE ALBERTO PES IN SCHOOL SUSPENSION 9 MON SU	Fleming Island High School	Effective 2022-08-10 /transfer from /
	PEREZ, SYLVIA YALITZA TRN ROUTING DISPATCHER 12 MO SU	Transportation	Effective 2022-07-01 /transfer from /
0.9	PIERSON, DAWN C ROE BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	Effective 2022-08-08 /transfer from /
0.9	RANDA, SHERYL R WEC GENERAL HEALTH ASSISTA 9 MON SU	Montclair Elementary	Effective 2022-08-08 /transfer from /
0.8	RODRIGUEZ, MICHELLE POE GENERIC CLASSROOM ASSISTAN 9 MON SU	Plantation Oaks Elementary	Effective 2022-08-08 /transfer from /

VI. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.9	SANTINI, ASTRID CGE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2022-08-08 /transfer from /
0.9	STANFORD, AMBER MARIE KHE TITLE I ASSISTANT 9 MON SU	Keystone Heights Elementary	Effective 2022-08-08 /transfer from /
0.9	STILTNER, LORI A LAJ GENERAL HEALTH ASSISTA 9 MON SU	Wilkinson Elementary	Effective 2022-08-08 /transfer from /
	STRICKLAND, JEREMY WAYNE DOE CUSTODIAN 12 MO SU	Discovery Oaks Elementary	Effective 2022-07-01 /transfer from /
	SULLIVAN, HENRY STEVEN OHS CUSTODIAN 12 MO SU	Oakleaf High School	Effective 2022-07-01 /transfer from /
	TAYLOR, HUGH STEVEN MNT LEAD HEAVY EQUIPMENT OPERA 12 MO SU	Division of Support Svcs	Effective 2022-07-12 /transfer from / MNT PLUMBER
0.8	THOMAS, BIANCA GCJ ESOL CLASSROOM ASSISTANT 9 MON SU	Green Cove Springs Junior High	Effective 2022-08-08 /transfer from /
0.9	TITCHENELL, JASMINE E OVE GENERAL ASSISTANT 9 MON SU	Oakleaf Village Elementary	EFFECTIVE 2022-08-08 TRANSFER FROM OVE GENERAL HEALTH ASST
	TREISCH, NENITA CEB CAFE ASSISTANT 5.75 HOURS 9 MON CA	Charles E. Bennett Elementary	EFFECTIVE 2022-08-09 TRANSFER FROM CEB CAFE ASSISTANT 3.5 HOURS
	VILLATORO, ZAIDA MIRIAM MCE CAFE ASSISTANT 6.25 HOURS 9 MON CA	Montclair Elementary	Effective 2022-08-09 /transfer from /
	WALKER, JANET LOU TRN ADMIN SUPPORT ASSISTANT 12 MO SU	Transportation	EFFECTIVE 2022-07-01 TRANSFER FROM PES SCHOOL SECRETARY 10 MONTH
0.9	WHITAKER, EMILEE BROOKE DIS GENERAL ASSISTANT 9 MON SU	Doctors Inlet Elementary	EFFECTIVE 2022-08-08 TRANSFER FROM TBE BEHAVIORAL HEALTH ASST
	WILLIAMSON, JOANNA LOUISE GCJ CAFE ASSISTANT 5.5 HOURS 9 MON CA	Green Cove Springs Junior High	Effective 2022-08-09 /transfer from /
	WISSEMAN, ROBERT WAYNE RVE CUSTODIAN 12 MO SU	Division of Support Svcs	Effective 2022-08-20 /transfer from / MNT CUSTODIAN
	WITT, REBECCA KATHLEEN CEB PRINCIPAL SECRETARY CONFIDEN	Charles E. Bennett Elementary	Effective 2022-07-06 /transfer from / CEB ST RECORD SEC 12 MO
	WOODWARD, SALLIE L MCE CAFE ASSISTANT 5.25 HOURS 9 MON CA	Montclair Elementary	Effective 2022-08-09 /transfer from /

VI. Support Actions**D. TRANSFER**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
DOWD, DARRELL S ITS TECH SPECIALIST 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2022-07-28 RETIREMENT
HOPKINS, KATHY DELL BAF ACCOUNTING SUPPORT ASST 12 MO SU	Business Affairs	Effective 2022-07-28 RETIREMENT
HUSKEY, ROBIN W SUPPORT - CWL 12 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2022-08-05 RETIREMENT
RICHARD, DANIEL PAUL OHS CUSTODIAN 12 MO SU	Oakleaf High School	Effective 2022-08-01 RESIGNATION
SHANNON, TAMMY J BAF PAYROLL ASSISTANT CONFIDEN	Business Affairs	Effective 2022-08-01 RESIGNATION

VI. Support Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.5	ALEXANDER, MARY ELIZABETH MHS FRESHMAN CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	ANDERSON, ANTON FIH FOOTBALL ASST HS 25% SUPPLEME	Bannerman Learning Center	Appointment
	ANDERSON, ANTON FIH FOOTBALL ASST SH 75% SUPPLEME	Bannerman Learning Center	Appointment
	BATTLE, TONY S GCJ FOOTBALL ASST JH 25% SUPPLEME	Green Cove Springs Junior High	Appointment
	BATTLE, TONY S GCJ FOOTBALL ASST JH 75% SUPPLEME	Green Cove Springs Junior High	Appointment
	BRYANT, SHACOURTNEY NICOLE GCJ SOFTBALL FP ASST JH SUPPLEME	Green Cove Springs Junior High	Appointment
	BUCKLEW, JENNIFER ANN FIH SOFTBALL FP HD SH SUPPLEME	Fleming Island High School	Appointment
	CHARLES, CATHY DENISE OPJ TRACK ASST JH SUPPLEME	Orange Park High	Appointment
	DAVIS, MARIBETH MCE SAFETY PATROL SUPPLEME	Montclair Elementary	Appointment
	DELL, CALVIN LJH BASKETBALL HD JH SUPPLEME	Lakeside Junior High	Appointment
	DOOLEY, ROBIN J KHE DISCRETIONARY SUPPLEME	Keystone Heights Elementary	Appointment
	EDWARDS, BRIDGET C SBJ SAFETY PATROL SUPPLEME	S. Bryan Jennings Elementary	Appointment
	HENDRY, SHAVON M CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	HENDRY, SHAVON M CHE SAFETY PATROL SUPPLEME	Clay Hill Elementary	Appointment
	HOUSTON, ASHLEY NICHOLE MHS DISCRETIONARY SUPPLEME	Middleburg High	Appointment
	HOUSTON, ASHLEY NICHOLE MHS SOCCER HEAD SH SUPPLEME	Middleburg High	Appointment
0.5	LEASURE, PAULA A CHE DISCRETIONARY SUPPLEME	Clay Hill Elementary	Appointment
0.2	MARBUT, JENNIFER KATHERINE OHS JUNIOR CLASS SPONSOR	Oakleaf High School	Appointment

VI. Support Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	SUPPLEME		
0.3	MARTINEZ, MELISSA ELLEN MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	MCNEILL, MOLLY DIANE FIH TENNIS HD SH SUPPLEME	Fleming Island High School	Appointment
0.5	NAZARIO, SHANNON L CHE DISCRETIONARY SUPPLEME	Clay Hill Elementary	
	REED, BRYAN DOUGLAS LJH FOOTBALL HD JH 25% SUPPLEME	INFORMATION AND TECH SERVICES	Appointment
	REED, BRYAN DOUGLAS LJH FOOTBALL HD JH 75% SUPPLEME	INFORMATION AND TECH SERVICES	Appointment
	RICHARD, DANIEL PAUL OHS BASEBALL JV HD SH SUPPLEME	Oakleaf High School	Appointment
	ROBERTS, DANTE LAMAR FIH FOOTBALL ASST HS 25% SUPPLEME	Fleming Island High School	Appointment
	ROBERTS, DANTE LAMAR FIH FOOTBALL ASST SH 75% SUPPLEME	Fleming Island High School	Appointment
	THOMPSON, DARRELL FIH TRACK ASST SH SUPPLEME	SEDNET	Appointment
	WEISKOPF, RHIANNON M MHS CHEERLEADING VARSITY SUPPLEME	Middleburg High	Appointment
	WOOLBRIGHT, LAWANDA LJH DISCRETIONARY SUPPLEME	Lakeside Junior High	Appointment

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C4 - K-12 Academic Services Out of State and Overnight Student Travel

Description

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

Field Trips Details

School	Date	Destination	Group	Purpose
Lakeside Junior High	2/7-12, 2023	VA, PA, & D.C.	Pre-AICE, Advanced Social Studies/LA	Students will be able to visit and experience historical and educational sights that are taught and discussed in Civics, U.S. History and 7th & 8th grade Language Arts classes.
Fleming Island High	3/11-14, 2023	New York City, NY	Theatre, Choir, Drama	Various Artistic Experiences for fine arts students - workshops, Broadway Performance opportunities.
Oakleaf High	7/12-15, 2022	St. Augustine, FL	Dance Team	Dancers will gain additional knowledge & application, understand compositional knowledge, dance principals, & competition dance skills.

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

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

Recommendation

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

Contact

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

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

Financial Impact

None

Review Comments

Attachments

📎 [August 2022 - Student Travel.pdf](#)

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SCHOOL DISTRICT OF CLAY CO
FIELD TRIP REQUEST

1. School Requesting: LAKEVIEW JUNIOR HIGH
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier ☒ Other _____
If Commercial Carrier or Other, please state type: BAILEY TOURS - (ACADEMY)
3. Trip(s) Overnight: Yes ☒ No _____ Trip(s) Out-of-State: Yes ☒ No _____
4. Dates of Field Trip*: 2/7-12/2023 Destination*: CHARLOTTESVILLE, VA. GETTYSBURG, PHILADELPHIA, PA. and WASHINGTON D.C.
5. Group Taking Trip: PRE-AICE, ADVANCED SOCIAL STUDIES/LANG. ARTS
6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. N/A
7. Educational Value of Field Trip: STUDENTS WILL BE ABLE TO VISIT AND EXPERIENCE HISTORICAL AND EDUCATIONAL SIGHTS THAT ARE TAUGHT AND DISCUSSED IN CIVICS, U.S. HISTORY and 7TH/8TH GRADE LANGUAGE ARTS CLASSES. ALSO, SEE ATTACHED ITINERARY.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): SEE ATTACHED FLORIDA STANDARDS BENCHMARKS FOR CIVICS, U.S. HISTORY, 7TH ELA AND 8TH ELA.
9. Number of Students*: 90 Number of Chaperones*: 10
10. Cost Per Student: \$1099.00 Budget Code or Source to be charged: _____
PARENTS \$1239.00 (Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: TUESDAY, 2/7/23, 4:00 PM Returning Time*: SUNDAY, 2/12/23, 7:30 AM

*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): _____

Robert M. Wilson
Teacher, Team Leader, Department Head, Etc.

[Signature]
Principal

[Signature]
Assistant Superintendent

[Signature]
Superintendent

2/7/22
Date
7/14/22
Date
7/18/22
Date
7/18/22
Date

Bailey Tours

INCORPORATED

LAKESIDE JUNIOR HIGH SCHOOL
GETTYSBURG, LANCASTER & PHILADELPHIA, PA
WASHINGTON, D.C. TRIP
FEBRUARY 7 - 11, 2023
SUGGESTED ITINERARY

TUESDAY
FEBRUARY 7
5:00 AM

Meet with your group and check in with your chaperones at Lakeside Junior High School (subject to change).

6:00 AM

Depart Orange Park, FL via chartered motor coach enroute to Washington, D.C. (necessary stops made for breaks, meals on own).

11:00 PM

Approximately, arrive hotel.

WEDNESDAY
FEBRUARY 8
7:00 AM

Breakfast. This morning you will travel to Gettysburg, PA where you will visit the Heritage Museum and tour the Battlefield, making stops at the Lee and Florida Memorials, and visit Little Round Top, weather permitting. Lunch @ Dobbins House. This afternoon you will travel to Lancaster, PA where you will tour the farmlands, visit a one room Amish School House and reconstructed Amish Home. Dinner. Afterwards return to D.C. and your hotel.

THURSDAY
FEBRUARY 9
7:00 AM

Breakfast. This morning you will travel to Philadelphia, PA where you will tour the Historic District, (lunch) visit such places as Congress Hall, Independence Hall, Franklin Court, Liberty Bell Pavilion or other points of interest as time will allow. Dinner, afterwards return to your hotel.

FRIDAY
FEBRUARY 10
8:00 AM

Breakfast. This morning you will visit Mt. Vernon, the home of George and Martha Washington (subject to appointment). This afternoon you will visit the Holocaust Museum (subject to appointment), Arlington National Cemetery where you will see President Kennedy's gravesite and view the Changing of the Guard at the Tomb of the Unknown Soldier. Dinner. This evening you will tour Washington at night to include the Lincoln, Viet Nam, Korean, World War II Memorials, the FDR and MLK Memorials and the New Eisenhower Memorial.

LAKE SIDE JUNIOR HIGH SCHOOL

PAGE -2-

SATURDAY
FEBRUARY 11

7:00 AM

Check out of your hotel, load the buses and go to breakfast.

8:00 AM

Breakfast. Necessary stops made for breaks and meals (lunch and dinner).

10:00 PM

Approximately, arrive Orange Park, FL

COST OF TOUR:

\$1179.00 per student quad occupancy
\$1379.00 per adult double occupancy
(minimum 45 paid, maximum 54 per coach)

COST INCLUDES: Roundtrip motor coach transportation between Orange Park, FL and Gettysburg, Philadelphia and Lancaster, PA & Washington, D.C.; local service as needed for sightseeing per itinerary, 4 nights accommodations (students 4 to a room, adults 2 to a room), 12 meals - 4 breakfasts, 4 lunches (3 are cash supplement) and 4 dinners (1 is a cash supplement), guide where needed for sightseeing per itinerary, battlefield guide, limited evening security at the hotel, necessary admissions, taxes and gratuities.

NOT INCLUDED: Items of a personal nature, or any meals other than those under "cost includes".

HOTEL:

THE WESTIN ALEXANDRIA OLD TOWN
400 Courthouse Square
Alexandria, VA 22314
TEL: (703) 253-8600

RESPONSIBILITY CLAUSE: Bailey tours, Inc., and/or their agents and/or suppliers of services pursuant to or in connection with these itineraries shall act only as agents for the passenger in making arrangements for hotels, transportation, restaurants, or any other services and do not assume any liability whatsoever for any injury, damage, death, loss, accident or delay to person or property due to an act of negligence of or default of any hotel, carrier, restaurant, company or person rendering any of the services included in the tour, or by an act of God. Further, no responsibilities are accepted for any damage or delay due to sickness, pilferage, labor disputes, machinery breakdown, quarantine, government restraints, weather or other causes beyond their control. No responsibility is accepted for any additional expense, omissions, delays, or re-routing or acts of any government or authority. Bailey Tours, Inc., is not to be held responsible for any additional expenses which may be caused by/or as a result of a disruption of transportation services due to labor disputes or adverse weather conditions. Information on rates, facilities, taxes, service charges are subject to change without notice. No refund on unused features.

Lakeside Junior High 2023 Tour

Virginia, Pennsylvania and Washington D.C.

Supporting Standards and Benchmarks with Narratives

Civics:

- SS.7.C.1.3 - Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.4 - Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
- SS.7.C.1.8 - Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
- SS.7.C.2.9 - Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
- SS.7.C.2.10 - Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.13 - Examine multiple perspectives on public and current issues.
- SS.7.C.3.2 - Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3 - Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.4 - Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.7 - Analyze the impact of the 13th 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8 - Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.4.1 - Differentiate concepts related to United States domestic and foreign policy.

U.S. History:

- SS.8.A.1.2 - Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.3 - Analyze current events relevant to American History topics through a variety of electronic and print media resources.
- SS.8.A.1.6 - Compare interpretations of key events and issues throughout American History.
- SS.8.G.1.7 - View historic events through the eyes of those who were there as shown in art, writings, music, and artifacts.
- SS.8.A.2.2 - Compare the characteristics of the New England, Middle, and Southern colonies.
- SS.8.A.2.3 - Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

- SS.8.A.2.4 - Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.3.2 - Explain American colonial reaction to British policy from 1763-1774.
- SS.8.A.3.3 - Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, and George Washington) during American Revolutionary efforts.
- SS.8.A.3.5 - Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6 - Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7 - Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8 - Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.10 - Examine the course and consequences of the Constitutional Convention: New Jersey Plan, Virginia Plan, Great Compromise, Three-fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president.
- SS.8.A.3.12 - Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.4.8 - Describe the influence of individuals on social and political developments of this era in American History. (Presidents Adams and Jefferson)
- SS.8.A.4.11 - Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.5.1 - Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate)
- SS.8.A.5.2 - Analyze the role of slavery in the development of sectional conflict
- SS.8.A.5.3 - Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency
- SS.8.A.5.4 - Identify the division (Confederation and Union states, Border states, western territories) of the United States at the outbreak of the Civil War
- SS.8.A.5.5 - Compare Union and Confederate strengths and weaknesses.
- SS.8.C.1.4 - Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.E.3.1 - Evaluate domestic and international interdependence.
- SS.8.G.1.1 - Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2 - Use appropriate geographic tools and terms to identify and describe significant places and regions in American History.
- SS.8.G.2.1 - Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.3 - Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

7th Grade Language Arts:

® ® Gothic Horror Story:

The Tell-Tale Heart

By Edgar Allen Poe pg. 383

ELA.7.R.1.1 - Analyze the impact of setting on character development and plot in a literary text.

ELA.7.R.1.3 - Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in POV in a literary text.

ELA.7.R.1.4 - Analyze the impact of various poetic forms on meaning and style.

ELA.7.R.3.2 - Paraphrase content from grade-level texts.

ELA.7.R.3.4 - Explain the meaning and/or significance of rhetorical devices in a text.

® ® Speech: Farewell Address

By Dwight Eisenhower

(on the Realize platform in the B.E.S.T. Sample Text Library)

ELA.7.R.2.2 - Compare two or more central ideas and their development throughout a text.

ELA.7.R.2.3 - Explain how an author establishes and achieves purpose(s) through diction and syntax

ELA.7.R.2.4 - Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

ELA.7.R.3.2 - Paraphrase content from grade-level texts.

ELA.7.R.3.3 - Compare and contrast how authors with differing perspectives address the same or related topics or themes.

ELA.7.R.3.4 - Explain the meaning and/or significance of rhetorical devices in a text.

8th Grade Language Arts:

® ® Poetry:

The Bells

By Edgar Allen Poe

(The Bells is on the Realize platform in the B.E.S.T. Sample Text Library)

ELA.8.R.1.1 - Analyze the interaction between character development, setting, and plot in a literary text.

ELA.8.R.1.3 - Analyze how an author develops and individualizes the perspectives of different characters.

ELA.8.R.1.4 - Analyze structure, sound, imagery, and figurative language in poetry.

ELA.8.R.3.1 - Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).

ELA.8.R.3.2 - Paraphrase content from grade-level texts.

ⓑ Ⓡ **Diary:**

from *Anne Frank: The Diary of a Young Girl*

- The Holocaust. Historical perspective article
- “The Diary of Anne Frank, Act I and II” by Frances Goodrich and Albert Hackett
- Frank Family and WWII Timeline

ELA.8.R.2.1 - Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

ELA.8.R.2.2 - Analyze two or more central ideas and their development throughout a text.

ELA.8.R.2.3 - Explain how an author establishes & achieves purpose(s) through rhetorical appeals and/or figurative language.

ELA.8.R.3.2 - Paraphrase content from grade-level texts.

DRAFT

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
August 4, 2022

SCHOOL DISTRICT OF
FIELD TRIP REQUEST

1. School Requesting: Fleming Island High
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier ☒ Other _____
If Commercial Carrier or Other, please state type: airline, bus, subway, etc.
3. Trip(s) Overnight: Yes ☒ No _____ Trip(s) Out-of-State: Yes ☒ No _____
4. Dates of Field Trip*: March 11-14, 2023 Destination*: NYC
5. Group Taking Trip: theatre, choir, drama
6. If using private vehicles, list approved driver(s): _____
7. Educational Value of Field Trip: Various Artistic Experiences
for fine arts students - workshops, Broadway,
Performance opportunities, etc.
8. Supporting Florida Standards Benchmark(s) with Narrative(s):
MV.912.H.1.1, MV.912.H.1.4
TH.912.F.2.Inb, TH.912.F.2.In.a
9. Number of Students*: 40 ± Number of Chaperones*: 10 ±
10. Cost Per Student: see attached Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: See attached Returning Time*: _____

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

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

Bus Requisition Number(s): _____

Teacher, Team Leader, Department Head, Etc.

Date

Principal

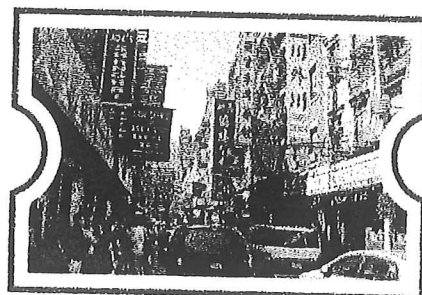
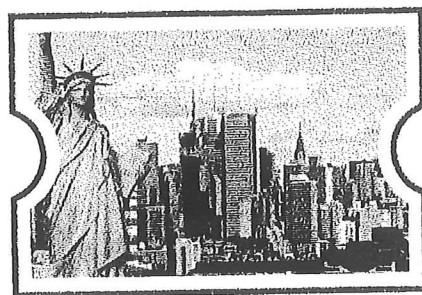
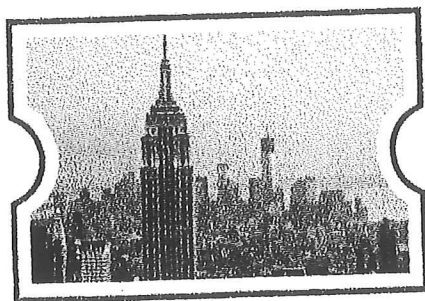
Date

Assistant Superintendent

Date

Superintendent

Date



NEW YORK CITY

Fleming Island High School Theatre and Choir

Saturday, March 11th

- 6:57am Depart on AA flight 1973
- 8:30am Arrive in Charlotte
- 10:00am Depart Charlotte
- 11:41am Arrive in the Big Apple, New York, NY
- Meet your Green Light tour manager
- Lunch at John's Pizzeria
- Free time to explore Times Square
- Check into hotel in Manhattan
- Dinner at Havana Central
- See Come From Away on Broadway (or show of choice TBD)
- Group photo in Times Square

Sunday, March 12th

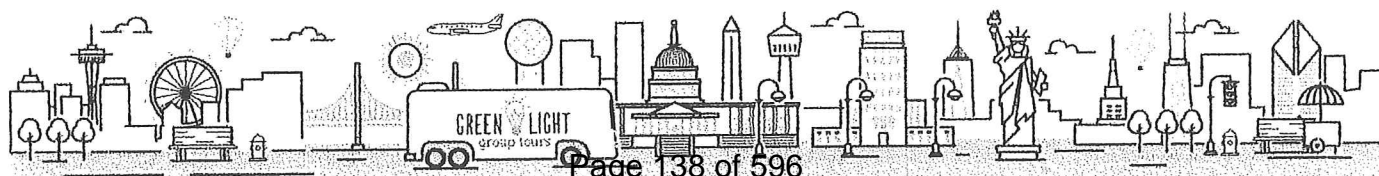
- Breakfast at the hotel
- 10:00am Take a tour of Carnegie Hall
- 12:00pm Lunch in Rockefeller Center
- Shopping on Fabulous 5th Avenue
- 2:30pm Choir performance in the Madison Avenue Atrium
- Walk through Central Park
- Dinner at Ellen's Stardust Diner
- See Aladdin, Tootsie, or show of choice on Broadway (TBD)

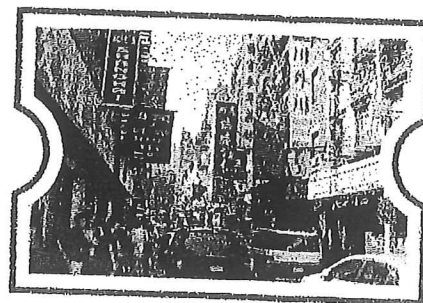
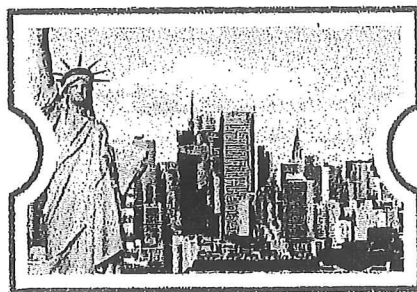
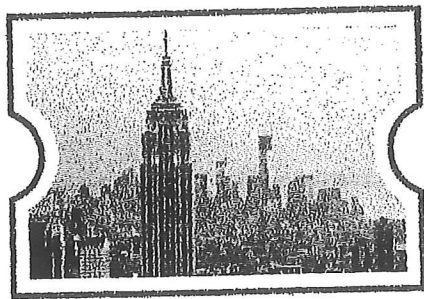
Monday, March 13th

- Breakfast at the hotel
- Visit One World Observatory
- Lunch at Hudson Eats
- See the 9/11 Memorial
- Explore the 9/11 Museum
- See the Oculus
- Dinner at Bill's Burgers
- Take a nighttime cruise around Lady Liberty (subject to availability)

Tuesday, March 14th

- Breakfast at the hotel
- Broadway Classroom Clinic, learn a piece from Wicked taught by a member of the cast
- Walk over the Brooklyn Bridge
- Free time for shopping in Chinatown
- Lunch at Paesano's of Little Italy
- Depart for the airport
- Dinner in the airport (\$15 cash back)
- 7:34pm Depart on AA flight#1722
- 9:50pm Arrive in Charlotte
- 10:20pm Depart Charlotte
- 11:41pm Arrive back in Jacksonville





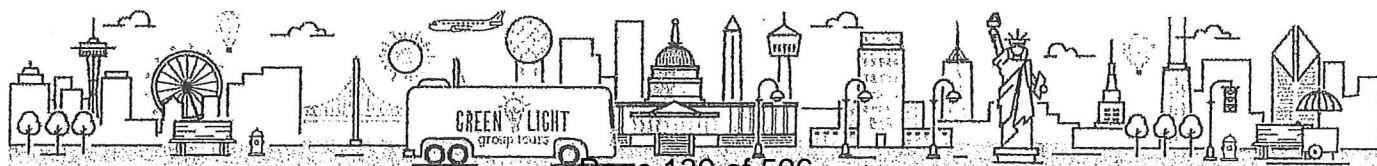
NEW YORK CITY

Ground Package Includes

- Round trip flight (does not include luggage fees)
- Motor coach transfers to and from the New York airport
- Subway pass
- Dedicated tour manager
- Three nights lodging in interior corridor hotel in Midtown Manhattan
- 9/11 Memorial and Museum
- Two Broadway show (TBD-\$60 budget each)
- Performance at the Madison Avenue Atrium
- Broadway in the Classroom Clinic
- Fabulous 5th Avenue
- tour of Carnegie Hall
- Times Square
- Central Park
- Brooklyn Bridge
- Oculus
- One World Observatory
- Chinatown
- Nighttime cruise around the Statue of Liberty
- Tenement Museum
- Tour of Radio City Music Hall
- Breakfast daily
- Lunch at Hudson Eats
- Lunch at John's Pizzeria
- Lunch at Paesano's Italian Restaurant
- Lunch at Rockefeller Center
- Dinner at Havana Central

- Dinner at Bill's Burgers
- Dinner at Ellen's Stardust Diner
- Dinner in the airport
- Two million dollar liability insurance policy
- Name badges with emergency phone numbers and a mini itinerary
- Basic traveler's insurance- purchased on behalf of the traveler - to cover medical expenses and trip delays
- Nighttime hotel security, so you can sleep
- Online registration and billing

Minimum # Paying Travelers	40	45	50	55	60
Quad	\$1,747	\$1,705	\$1,672	\$1,702	\$1,674
Triple	\$1,817	\$1,775	\$1,742	\$1,772	\$1,744
Double	\$1,957	\$1,915	\$1,882	\$1,912	\$1,884
Single	\$2,377	\$2,335	\$2,302	\$2,332	\$2,304



Fleming Island High School Arts Trip to New York City Payment Schedule

Pricing:

- Student Price (Shared room with 4 people and 2 beds) - \$1,747 per person*
- Adult Price (Shared room with 3 people and 2 beds) - \$1,817 per person*
- Adult Price(Shared room with 2 people and 2 beds) - \$1,957 per person*
- Adult Price(Private room with 2 beds) - \$2,377 per person*

**Pricing is based on an estimated 40-44 paying travelers. If these minimums are not met, pricing will be requested. In the event that registrations exceed these estimates, participants will be added to a waiting list and allowed to join the trip on a first-come, first-serve basis as space becomes available.

Due Dates and Cancellation Policy:

Payment Date	\$ or %	Student Estimate	Payment Description
09/16/2022	20.00%	349.4	Monthly installment
10/16/2022	20.00%	349.4	Monthly installment
11/15/2022	20.00%	349.4	Monthly installment
12/15/2022	20.00%	349.4	Monthly installment
1/25/2023	20.00%	349.4	Final Balance

Non-refundable dates	Amount Per Person	
09/16/2022	\$50	Becomes non-refundable
10/16/2022	\$200	Becomes non-refundable
12/15/2022	\$1,310	Becomes non-refundable
12/29/2022		Rooming list, bus list, flight list due
1/25/2023		Full balance becomes non-refundable

SCHOOL DISTRICT OF
FIELD TRIP REQUEST

1. School Requesting: Oakleaf High School
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) ☒ Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: parents provide transportation
3. Trip(s) Overnight: Yes ☒ No _____ Trip(s) Out-of-State: Yes _____ No ☒
4. Dates of Field Trip*: 7-12-22 / 7-15-22 Destination*: St. Augustine Renaissance Resort & World Golf Village
5. Group Taking Trip: Dance Team
6. If using private vehicles, list approved driver(s): Parents provide transportation for each dancer
7. Educational Value of Field Trip: Dancers will gain additional knowledge + application understand compositional knowledge. Gain an application of dance principals and competition dance skills and promote school spirit.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): Identify & Demonstrate the levels elements of space, time + energy. Move with purpose and intent on all levels demonstrate ability to phrase movement with musicality. Demonstrate a broad range of movement with respect to energy.
9. Number of Students*: 10 Number of Chaperones*: 2
10. Cost Per Student: \$494.50 Budget Code or Source to be charged: 4013 (Dance)
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 8:00 am - 7-12-22 Returning Time*: 2 pm 7-15-22

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

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

Bus Requisition Number(s):

Dalphine J. Tillman
Teacher, Team Leader, Department Head, Etc.

[Signature]
Principal

[Signature]
Assistant Superintendent

[Signature]
Superintendent

7-20-22

Date

6/21/22

Date

6/27/22

Date

6/30/22

Date



Remit Payment to:

Universal Dance Association

3131 Appling Road
Bartlett, TN 38133-3910
800.DANCEUDA
<https://www.varsity.com/uda/>

Invoice

Inv #	REG-0011069725
Date	06/10/2022
Cust #	27790009
Contact	Dalphine Tillman

Billed To: Oakleaf High School - Varsity Dance
4035 Plantation Oaks Blvd
Orange Park, FL 32065

Event Info: Renaissance Resort At World Golf Village
500 South Legacy Trail
Saint Augustine, FL 32092
07/12/2022 - 07/15/2022

The room # listed is Varsity Spirit's internal numbering system, it does not reflect the room number you will have at the event.

Total Female Athletes: 9	Total Male Athletes: 0	Total Female Mascots: 0	Total Male Mascots: 0	Total Female Coaches: 1	Total Male Coaches: 1	Total Other: 1
Athlete (AT)	Bus Driver (BD)	Child (CD)	Coach (CO)	Chaperone (CP)	Family (FA)	Mascot (MA)

Registration Packages

#/Rm	Type	Name	Rm #	# BRs	Check-In	Check-Out	X-Nite	Amount
4	AT/F	Imani Duncan	1	0	07/12/2022	07/15/2022	0	\$415.00
4	AT/F	Jayonni Jones	1	0	07/12/2022	07/15/2022	0	\$415.00
4	AT/F	Lee'Nyah Mathis	1	0	07/12/2022	07/15/2022	0	\$415.00
4	AT/F	Nailah Willilams	1	0	07/12/2022	07/15/2022	0	\$415.00
4	AT/F	Aniyah Beauvais	2	0	07/12/2022	07/15/2022	0	\$415.00
4	AT/F	Jaelyn Green	2	0	07/12/2022	07/15/2022	0	\$415.00
4	AT/F	Jessminda George	2	0	07/12/2022	07/15/2022	0	\$415.00
4	AT/F	Kiyanni Ledgister	2	0	07/12/2022	07/15/2022	0	\$415.00
4	CP/F	Aaliyah Ray	3	0	07/12/2022	07/15/2022	0	\$380.00
4	AT/F	Aniyah King	3	0	07/12/2022	07/15/2022	0	\$415.00
4	CO/F	Dalphine Tillman	3	0	07/12/2022	07/15/2022	0	\$415.00
4	CO/M	Estrell "Karisma" Morrison	3	0	07/12/2022	07/15/2022	0	\$415.00

Previous Payments

Date	Type	Check # / CC #	Status	Amount	Confirmation #
04/05/2022	Transfer	N/A	Approved	\$180.00	01539211

Package Total: \$4,945.00

Total Registration Amount: \$4,945.00

Amount Paid: \$180.00

Balance Due: \$4,765.00

Balance Due Date: Upon Receipt

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C5 - 2022-2023 Dual Enrollment Articulation Agreement Between School Board of Clay County and Florida State College of Jacksonville

Description

A collaborative agreement between the Florida State College at Jacksonville and SBCC for Dual Enrollment purposes. The 2022-23 agreement allows for the continuation of a longstanding relationship between the two organizations. This agreement allows Clay County students to enroll in college courses on the campuses of FSCJ. Currently, there are no courses taught on a Clay County campus site. The agreement outlines policies pertaining to Dual Enrollment and the roles and responsibilities of each entity.

Gap Analysis

This agreement allows students to continue college-level courses while enrolled in high school.

Previous Outcomes

Clay County has had a positive working relationship with FSCJ and the agreement benefits the students of the District by allowing them to earn both college credits and high school credits. Although the number of students who attend FSCJ during the year is extremely low, with the growth of certain areas of the District, this may increase in the coming years. This allows the continuation of students to accelerate their postsecondary work and to save parents/families money.

Expected Outcomes

Clay County students continue to take advantage of the Dual Enrollment program and earn college level credits. As certain areas grow, the number associated with this organization may increase.

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 2022-2023 Dual Enrollment Articulation Agreement Between SBCC and FSCJ

Contact

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

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

Financial Impact

\$2000.00 (100.5100730.9007.0000.0000)

Review Comments

Attachments

📎 [August 2022 - FSCJ Dual Enrollment Agreement.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 220770
Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

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

☐ Must Have Board Approval over \$100,000.00

Date Submitted: 6/22/22
Name of Contract Initiator: Treasure Pickett Telephone #: 904336 6918
School/Dept Submitting Contract: K-12 Academic Services Cost Center # 9007
Vendor Name: Florida State College of Jax
Contract Title: 2022-23 Dual Enrollment Articulation Agreement
Contract Type: New ☒ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract # 220013
Contract Term: Continual Renewal Option(s): MODIFICATION #2
Contract Cost: \$2000.00

☐ BUDGETED FUNDS - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

Funding Source: Budget Line # 100.5100730.9007.0000.0000

Funding Source: Budget Line # _____

☐ NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

☐ INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS - SEND CONTRACT PACKAGE DIRECTLY TO SBAO

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

- ____ Completed Contract Review Form
- ____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)
- ____ 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].
- ____ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)
- ____ COVID-19 Waiver (If Applicable)
- ____ Release and Hold Harmless (If Applicable)

RECEIVED
JUN 23 2022
PURCHASING

RECEIVED
6/28/2022
SBAO

** AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department Review Date <u>6/27/22</u>	<u>Same Agreement as last year but added paragraph on page 10. Document is page - of 40? (42 pages)</u> <u>page 37 is Blank, why?</u> <u>fix pages 38-42</u>
School Board Attorney Review Date <u>7/6/22</u>	
Other Dept. as Necessary	
Review Date	
PENDING STATUS: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR

FINAL STATUS:

☒ APPROVED

DATE: 7-1-22

**2022-2023 DUAL ENROLLMENT ARTICULATION AGREEMENT
BETWEEN CLAY COUNTY SCHOOLS AND
FLORIDA STATE COLLEGE AT JACKSONVILLE**

THIS AGREEMENT, hereinafter referred to as ("the Agreement"), is entered into by and between The School Board of Clay County, Florida, a body politic and corporate, hereinafter referred to as ("SBCC") and The District Board of Trustees of Florida State College at Jacksonville, a public body corporate of the State of Florida, hereinafter referred to as ("the College or FSCJ"); and

WHEREAS, the Commissioner of Education has encouraged enhanced articulation agreements among public schools, community colleges, and universities and has provided comprehensive guidelines for such agreements; and

WHEREAS, the College and SBCC have a long history of cooperation;

WHEREAS, Section 1007.271, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and defines specific eligibility requirements for participating students, defines the types of courses which can be taken by dual enrollment students, defines curriculum standards for dual enrollment courses taught on the high school campus, defines credentialing standards for secondary school faculty teaching dual enrollment courses on the secondary school campus, defines criteria for the participation of home and private school students in dual enrollment, defines the mandatory components of dual enrollment articulation agreements to include funding provisions for partners in dual enrollment articulation agreements, and provisions to provide support for students with disabilities who wish to participate in dual enrollment;

WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness; and

WHEREAS, Florida Statute 1007.23 (3) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest; and

WHEREAS, the 2014 Legislature enacted HB 5101 amending 1007.271 F.S. requiring school districts to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) in the fall and spring terms, requiring school districts to pay only the costs of salary and benefits when instruction on the high school site is offered by a postsecondary instructor, but not requiring school districts to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors; and

WHEREAS, the 2014 Legislature enacted SB 850 creating 1007.273 F.S. requiring a Florida College System institution to work with each district school board in it designated service area to establish collegiate high school programs; providing options for participation in a collegiate high school program; requiring a local Florida College System institution to execute a contract with a district school board to establish the program; requiring the contract to be executed by a specified date for the purpose of implementation and components of the contract; requiring student performance contracts and specifications for participating students; requiring the State Board of Education to enforce compliance; and

WHEREAS, the 2012 Legislature enacted HB 7135 amending 1007.25 FS, mandating that all students entering state colleges and universities in the Fall semester of 2015 must have 15 credits identified as "core" general education as part of their Associate of Arts or Bachelor degree to be universally accepted by said institutions; and

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians; and

WHEREAS, the College and SBCC desire to continue to enjoy a harmonious working relationship and voluntarily continue to enhance articulation between the two entities to improve college and career readiness and facilitate educational opportunities for students who are served by the two entities; and

WHEREAS, the College and SBCC acknowledge the changes in federal and state law that demand secondary to postsecondary career training pathways linked to requirements in postsecondary Workforce Development.

NOW, THEREFORE, BE IT RESOLVED that SBCC and the College agree to the following:

- A.** The Agreement is a modification of all existing articulation agreements.
- B.** The Agreement may be further amended or modified only on written consent of SBCC or FSCJ consistent with all State and Federal statutes, rules and regulations.
- C.** The College and SBCC agree to continue to be committed to the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote collaboration between the public schools and the college in furtherance of this Agreement.

- D. Assignment of Responsibilities for Acceleration Programs:** The College and SBCC agree to provide acceleration opportunities for Clay County students through the Dual Enrollment (Traditional Dual Enrollment, Career Dual Enrollment, Early Admission), Advanced Placement, and International Baccalaureate and articulation of industry certifications or other jointly approved curricula. The College and SBCC agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. The College and SBCC shall create systems and policies that align with the terms and assignments of responsibilities. These systems and policies may be adjusted when agreed to by both parties. Information about available programs, advising, and counseling services will be provided to students and their parents in order for them to take advantage of acceleration opportunities for which they are qualified.
- E. Career Academies:** Where applicable, SBCC and the College agree to cooperate in the advancement of Career Academies to promote better preparation of all Clay County students for postsecondary education. Agreements of this type will be developed under separate cover but are to be considered ratified under this Agreement.
- F. Charter Schools and Home Schools:** The College and SBCC agree that students of Charter Schools in Clay County and Clay County private schools registered with SBCC are not covered by the provisions of this Agreement, and must seek individual articulation with the college. Clay County home education program students who are officially registered with SBCC Superintendent of Schools and the State of Florida, per Florida Statute 1002.41, may participate in dual enrollment under and according to the terms of separate individual articulation agreements and after formal release from St. Johns River State College Dual Enrollment Office.
- G. Technical Program Articulation:** SBCC and the College agree to develop program by program agreements that provide opportunities to receive college credit or advanced standing for appropriate work completed in courses and programs completed at the high schools and technical education centers. These agreements will be developed under separate cover but are to be considered ratified under this Agreement.
- H. Faculty Certification:** If desired by SBCC, the College will authorize qualified instructors who are employed by SBCC to teach the College's approved curriculum to dual enrollment students pursuant to the guidelines set forth in Exhibit A and which are agreed to by the parties.
- I. Independent Contractor:** The relationship of the parties hereunder shall be an independent contractor relationship, and not an agency, employment, joint venture or partnership relationship. Neither party shall have the power to bind the other party or contract in the name of the other party. All persons employed by a party in connection with this Agreement shall be considered employees of that party and shall in no way, either directly or indirectly, be considered employees or agents of the other party.

J. Insurance of College: SBCC acknowledges that the College is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by the College. Its self-insured fund and various policies are authorized pursuant to Florida Statutes and the District Board of Trustees. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the College to be sued; or (iii) a waiver of sovereign immunity of the College beyond the waiver provided in Section 768.28, Florida Statutes. Subject to the limits of Section 768.28, Florida Statutes, the College agrees to indemnify, hold harmless and defend SBCC from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of College and/or sub-contractors arising out of or in connection with the provisions of this Agreement.

Insurance of SBCC: The College acknowledges that SBCC is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by SBCC. Its self-insured fund is authorized pursuant to Florida Statutes and the School Board of Clay County, Florida. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of SBCC to be sued; or (iii) a waiver of sovereign immunity of SBCC beyond the waiver provided in Section 768.28, Florida Statutes. SBCC maintains the responsibility to ensure that its employees comply with all state and federal laws, including but not limited to mandatory reporting requirements set forth in Chapter 39 of Florida Statutes pertaining to child abuse, abandonment, or neglect. Subject to the limits of Section 768.28, Florida Statutes, SBCC agrees to indemnify, hold harmless and defend the College from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of SBCC and/or sub-contractors arising out of or in connection with the provisions of this Agreement. Under no circumstances does SBCC agree to pay attorney's fees.

K. Joint Use Agreements: Any joint use agreements for facilities used by both entities and those agreements are not included in or affected by this Agreement.

L. Strategies for Ensuring College Readiness of Dual Enrollment Students: The College and SBCC will initiate the following strategies to assist in ensuring dual enrollment students are prepared for college-level coursework, thereby promoting postsecondary enrollment:

1. Faculty Collaboration: If desired by SBCC, the College offers on-going professional development for SBCC teachers involved in the Dual Enrollment

program and other purposes by mutual agreement. This professional development includes:

- a. access to the courses and programs offered by the College's Academy for Professional Development (AFPD) at no charge to SBCC,
- b. training in pedagogy associated with the Canvas course shell,
- c. ongoing faculty mentoring,
- d. inclusion of dual enrollment faculty in professional development activities of academic departments.

2. **School Counseling Collaboration:** The College offers opportunities for School Counselors for updates on College policies and procedures.

M. Delineation of Programs and Courses Not Part of Agreement: The College and SBCC agree that either institution may offer new programs authorized under current legislation or administrative rule. However, both parties agree to notify the other prior to implementation of any new programs. Grants and any program that references/uses dual enrollment as a mechanism must be reviewed and approved by SBCC and the College's Office of Articulation.

N. General Collaboration Efforts: The College and SBCC agree to work toward initiatives that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Student Assessment, Counselor to Counselor Articulation, Research and Management Information, and Testing.

O. Student Records: The College and SBCC agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing will be to inform students of educational opportunities, monitor academic achievement and college readiness, measure program effectiveness and facilitate on-going research. Each organization agrees to treat such shared student information as confidential, and agrees not to release personally identifiable information to third parties, except as permitted by law. Technical details of data sharing will be determined by mutual agreement of the data processing departments of both the College and SBCC. The parties may provide personally identifiable student records to each other in the performance of this Agreement, including, but not limited to, academic transcripts and disciplinary records. Such records are provided pursuant to Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement. Each party further agrees to comply with Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement including but not limited to

provisions related to confidentiality, access, consent, length of retention and security of student records. A Committee, composed of representatives of both organizations will monitor, control and review all data sharing. All related enrollment projections, FTE reports, cost analyses and other elements required for the allocation of funds shall be the sole responsibility of the assigned party unless indicated otherwise herein.

- P. Faculty Records:** For initial screening and review of high school instructors who apply to teach college dual enrollment courses, SBCC agrees to allow the College access, copying, and review of faculty transcripts already on file with SBCC. It is understood that after initial screening, faculty who meet Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) credentialing standards must provide FSCJ with an official copy of their undergraduate and graduate transcripts prior to encoding of their dual enrollment classes.
- Q. Non-exclusivity:** The provision contained in this agreement shall not prevent whichever party is assigned responsibility for one or more of these programs from developing joint programs or contracting for specific instructional services with another entity or agency.
- R. Amendments and Modifications:** This agreement may be amended at any time through a Memorandum of Understanding signed, dated, and consented to by both parties and consistent with state and federal statutes, rules, and regulations. Amendments to any Exhibit included in this Agreement may be executed at any time with the signed consent of both parties and shall reflect the date of the amendment.
- S. Term:** The Agreement shall commence on the effective date and shall continue in full force until it is terminated, modified, or renewed by the parties. Pursuant to Section 1007.235(2), Florida Statutes, this dual enrollment articulation Agreement shall be reviewed each year for required modifications prior to high school registration for the fall term of the following year. The parties shall cooperate to renew this Agreement annually. The renewal of this Agreement shall be executed before the fall term of the following school year. If any part(s) of the Agreement is in conflict with any law, statute, or rule of a higher governing body, then such part(s) shall be deemed inoperative to the extent it conflicts therewith and shall be modified to conform to such law, statute, or rule.
- T. Compliance:** The Parties agree to comply with all State and Federal laws applicable to this Agreement, including those set forth by the U.S. Department of Education, Program Integrity Rules. Further, SBCC will comply with the College's requirements to ensure its continued Accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). The College agrees to establish specific training and minimum standards to ensure compliance in these areas, as outlined in Exhibit A, and to monitor ongoing compliance. SBCC agrees to comply with all compliance mandates set forth in Exhibit A and to require compliance of all SBCC staff and employees.

- U. Notice:** All notices under this Agreement shall be in writing and sent via hand delivery or overnight delivery (with a receipt) or United States mail, certified return receipt requested, directed to the other party at its address provided below or such other address as either party may designate by notice from time to time in accordance herewith:

If to College:

Executive Director of Articulations
Florida State College at Jacksonville
501 West State Street
Jacksonville, FL 32202

With copy to:

Office of General Counsel
Florida State College at Jacksonville
501 West State Street, Suite 403
Jacksonville, FL 32202

If to District:

Clay County Public Schools
900 Walnut Street
Green Cove Springs, FL 32043
Attn: Mr. David Broskie, Superintendent

- V. Background Screening:** College and SBCC agree that all of their respective employees providing instructional services on the high school sites under this Agreement will meet the Level 2 background screening requirements described in Florida Statute §1012.32. If it is found that a person who is providing instructional services under this Agreement does not meet the Level 2 requirements, that person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.
- W. Facsimile and Counterpart Signatures:** The parties agree that this Agreement may be executed via counterpart and facsimile signature, the counterparts and facsimiles of which, when taken together, shall be deemed to constitute an entire and original Agreement.

[Signature Page Immediately Follows]

[Signature Page to 2022-2023 Dual Enrollment Articulation Agreement
Between The School Board of Clay County, Florida and
Florida State College at Jacksonville]

IN WITNESS THEREOF, the Parties hereto have adopted this Agreement, together with
the incorporated Exhibit A (Dual Enrollment Acceleration Programs: Overview and
Requirements) effective _____ 2022.

Florida State College at Jacksonville

By _____
Dr. John Avendano
President

The School Board of Clay
County, Florida

By _____
Mr. David Broskie
Superintendent

DRAFT

Exhibit A. Dual Enrollment Acceleration Programs: Overview and Requirements

I. Dual Enrollment: Traditional, Career, Early Admission, Early College, Collegiate Career High School

A. Program Definitions

The dual enrollment program is the enrollment of an eligible secondary student or home education student pursuant to s.1007.271(2) in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. (s.1007.271 F.S.)

Traditional dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements for the Associate of Arts taken by eligible students enrolled on a part-time basis.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

B. Process for Informing Students and Parents about Opportunities for Student Participation in Dual Enrollment

SBCC will inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through presentations at middle and high school sites, on SBCC website, and SBCC-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through the FSCJ Dual Enrollment website, and College Open House events.

C. Location and Scheduling

With the approval of the College and SBCC, eligible dual enrollment students may take the courses described herein during regular class periods at SBCC school sites in fall or spring terms, in approved times in fall or spring terms outside of the regular class

periods at SBCC school sites, or during any scheduled fall or spring term on the College campus or online.

Research by the College has demonstrated that students are most successful in full term classes. Consequently, student will be preferentially scheduled in those classes rather than a short term or hybrid classes when at all possible.

SBCC may not require students to register for only those dual enrollment classes offered at SBCC school sites, but may limit students from taking a course at an FSCJ campus if that same course is also offered at their home SBCC school.

If the College is physically closed or limiting on-campus class sizes through unexpected circumstances, courses which were originally scheduled as face-to-face or hybrid may be converted to online. In such circumstances, students and faculty members affected will be given all possible support to ensure students have the greatest chance of success.

D. Course Selection

College courses selected for this program shall meet and satisfy the requirements of s.1007.271 F.S. for awarding both high school credit and college credit. SBCC shall advise interested students and their parents or guardians of the application of the college credits earned to the credit required for a high school diploma, the ramifications, and responsibilities of initiating a permanent college transcript.

In accordance with s.1007.271 F.S., students may not earn dual enrollment credit for pre-collegiate instruction (including career/technical-preparatory instruction and college-preparatory courses), recreation or leisure, or physical education courses focusing on the physical execution of a skill.

Dual enrollment students may only enroll in those courses approved by SBCC and FSCJ. Courses offered at SBCC sites will be those exclusively available through FSCJ and will not duplicate courses offered through SBCC and their dual enrollment agreement with St. Johns River State College.

Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.

In accordance with HB1735 amending 1007.25 FL students entering a Florida College system institution or state university must demonstrate competency in civic literacy by achieving a passing score on an assessment and by successfully completing a civic literacy course.

The guide for courses to be offered through Dual Enrollment is the Dual Enrollment Course-High School Subject Area Equivalency List approved by the State Articulation Coordinating Committee which can be found on the State Articulation website at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>.

If SBCC wants to offer FSCJ dual enrollment courses on SBCC sites, the request for new courses and programs to be offered for dual enrollment will be made by SBCC, to the Executive Director of Articulations, FSCJ. Faculty certification, sufficient student enrollments, instructional materials, and appropriate classroom facilities must be available for the courses to be offered.

Dual enrollment courses offered at the high school site may not be stacked with any non-dual enrollment high school course. SBCC may not assign any non-dual enrollment students to class periods designated for dual enrollment students.

E. Course Equivalency

In general, three (3) college credit hours are equivalent to a 0.5 high school credit, with six (6) college credit hours equating to one (1) full high school credit. There are exceptions, however:

1. Florida Department of Education's articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>.
2. High school credits shall be awarded per the status of the list at the time of student enrollment.
3. One (1) credit hour college music courses are equivalent to 0.5 high school credit.
4. Most two (2) hour college credit courses are equivalent to 0.5 high school credit.
5. College certificate program workforce credit courses are equivalent to a 0.5 high school career education credit.

F. Eligibility for Traditional Dual Enrollment

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment, and who understand the consequences of establishing a permanent

college transcript. Students taking individual Traditional Dual Enrollment courses who are not part of an Early Admission program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.

2. For enrollment, students who enroll in Traditional Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, Accuplacer Next Gen, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT or Accuplacer Next Gen is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.
3. Exception: Placement for SLS1103, or an acceptable SLS alternative course only may be achieved through the following:
 - a. senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.
4. Students must meet all prerequisite requirements for any dual enrollment course prior to registration. Students using courses from another accredited postsecondary institution or test scores (such as AICE, AP, IB, or CLEP scores) must submit official documentation to FSCJ at least three (3) weeks prior to registration for courses on the college campus or at least three (3) weeks prior to the first day of class for courses offered on the high school campus.
5. Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least four full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of "C" or better. The courses in which these students enroll must consist of only dual enrollment students.
6. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, Accuplacer Next Gen, ACT, SAT, and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in

reading and writing, and are enrolled in an academic course in mathematics at their high school or have completed a college level math course at another accredited postsecondary institution. Exceptions must be approved by SBCC and FSCJ's Office of Articulations and are valid for one semester only, after which appropriate test scores must be presented.

7. General Education Requirement: Students must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.
8. Maximum course enrollments will be as follows:
Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three (3) courses (11 credit hours) per 15 week semester.
9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.
10. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
11. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
13. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBCC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBCC Code (including

issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBCC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in # 13.

G. Eligibility for Career Dual Enrollment—College Credit Courses

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Career Dual Enrollment courses who are not part of an Early College or Collegiate Career High School program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.
2. Students who enroll in Career Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, Accuplacer Next Gen or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.
3. Exception: Placement for SLS1103, IDS1107, or an acceptable SLS alternative course only may be achieved through the following:

senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.

4. Students must meet all prerequisite requirements for any Career Dual Enrollment courses prior to registration.
5. Career Academy students who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by SBCC and FSCJ.
6. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, Accuplacer, ACT, SAT and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school. Exceptions must be approved by the Office of High School Acceleration and FSCJ's Office of Articulations three (3) weeks prior to May 1 for fall registration and three (3) weeks prior to December 1 for spring registration.
7. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.
8. Maximum course enrollments will be as follows:
 - a. Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three courses (11 credit hours) per 15 week semester.
9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.
10. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
11. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not

be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
13. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBCC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBCC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBCC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #12.

H. Eligibility for Career Dual Enrollment: Non Credit Certificate Programs

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Non-Credit Career Dual Enrollment courses must establish a qualifying cumulative unweighted GPA of 2.0 calculated based upon at least 4 full high school credits. The deadline to apply is May 1 for fall and December 1 for spring.

2. Students enrolling in non-credit career/technical courses must take the Test of Adult Basic Education (TABE) within the first six (6) weeks of the first term of enrollment. Students must also meet other requirements established by the career program in which they wish to enroll.
3. Students must meet all prerequisite requirements for any non-credit Career Dual Enrollment courses prior to registration.
4. Career Academy students taking non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by District and FSCJ.
5. Non-Career Academy students eligible to take non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in one (1) or two (2) dual enrollment courses at the college but may not participate in non-credit Career Dual Enrollment programs that require students to complete a certain number of contact (clock) hours.
6. Maximum course enrollments will be as follows:
 - a. College campus locations courses: Students enrolled in non-credit certificate programs are limited to no more than two dual enrollment courses offered on the College campus per semester.
 - a. Combination of college and high school site enrollments:
 - i. Fall and spring terms: Traditional Dual Enrollment students taking non-credit certificate program courses may enroll in no more than the clock equivalent of 11 credit hours per 15 week semester. This maximum includes all courses taken as dual enrollment for any postsecondary institution, including the college site or at a District school location.
 - b. Exception: Project Vertical or Transition Instruction and Employment Support (TIES) program personnel may exceed the two (2) course per term college campus limitation for their students, due to the inherent purpose and design of those programs. Fall and spring course maximums will not exceed four (4) courses per term.
7. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 2.0 high school GPA.
8. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.

9. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
10. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
11. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
12. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBCC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBCC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBCC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
13. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
14. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #9.

I. Eligibility for Early Admission

1. Early Admission is a senior year program, allowing full time enrollment in fall and spring terms of a student's senior year.
2. Students who wish to enroll in early admission must demonstrate readiness for college-level work with a 3.5 unweighted cumulative high school grade point average at time of registration and scores on a common placement test adopted by the State Board of Education under s.1007.271 such as the ACT, SAT, Accuplacer Next Gen, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics.
3. Student eligibility must be approved by both the high school counselor and college campus dual enrollment coordinator during the spring semester of their junior year for full-time dual enrollment registration during their senior year. Students must be enrolled and maintain continuous enrollment in SBCC by November 1 of the junior year. The deadline to apply for Early Admission status is May 1 of the student's junior year.
4. Students whose cumulative unweighted high school grade point average falls below the required cumulative unweighted 3.5 GPA between application and start of Early Admission in the fall semester will not be permitted to participate in the program.
5. Students in Early Admission must take four courses per term (fall and spring) enrolling in a minimum of 12 credit hours and a maximum of 14 credit hours per 15 week semester. Any courses required for high school graduation must be taken in the fall semester.
6. Students must be advised in writing by SBCC that failure in or withdrawal from dual enrollment courses may jeopardize their high school graduation and their acceptance to a selective admission postsecondary institution.
7. Students must meet all prerequisite requirements for dual enrollment courses prior to registration.
8. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. General Education courses are indicated in the advising guide listed in Exhibit B.
9. Students must successfully complete all college courses attempted (as defined by a final course grade of A, B, or C) and maintain an FSCJ transcript reflecting a minimum 2.0 GPA and a cumulative unweighted high school GPA of 3.0 for continuing eligibility for the second semester of the senior year. If a student posts any grades of W, D, FN, F or has an assignment of NA in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to continue as an early admission student, but may apply for probationary status to continue as a traditional dual enrollment student.

10. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBCC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBCC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBCC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
11. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
12. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #10.

II. RESPONSIBILITIES OF EACH INSTITUTION

A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations:

Students of SBCC and their parents or guardians will be informed about opportunities for Dual Enrollment including credit Dual Enrollment courses leading to an Associate of Arts degree, Career Credit and Non-credit Dual Enrollment courses leading to degrees and certificates, as well as the option of Early Admission. Included will be information on academic rigor of Dual Enrollment programs, benefits of acceleration mechanisms, academic and behavioral expectations of Dual Enrollment students, and application processes and deadlines. In addition, students of SBCC and their parents or guardians who have documented disabilities will be sent information on services available for those students who choose to participate in Dual Enrollment.

SBCC Shall:

1. Inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through presentations at middle and high school sites, on SBCC website, and District-wide events for high school choice and acceleration mechanisms.

The College Shall:

1. Inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through the FSCJ Dual Enrollment website, College Open House events, and through other collaborative mechanisms with SBCC.

B. Assessment Services

In all assessment activities, SBCC and Florida State College at Jacksonville agree to adhere to the State policy regarding PERT administration.

SBCC and the College Shall

1. Collaborate to ensure all appropriate prospective dual enrollment and Early Admission students including registered home school students have access to PERT testing either through their home high school sites or through a referral to one of the College's Assessment and Certification Centers.

C. Program Planning—If SBCC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBCC Shall:

1. Present the Office of Dual Enrollment, FSCJ, with the list of proposed dual enrollment courses and instructors for the entire academic year by May 1 of the previous academic year to ensure appropriate credentialing and training of faculty before the beginning of the academic term. The list must specify courses offered for the first time at any high school site, since it is necessary to ensure college compliance with the notification/permission policies of its accrediting body.
2. Submit credentialing paperwork that includes official college transcripts for all dual enrollment teachers and syllabi for proposed dual enrollment courses no later than one (1) month prior to the start of each academic term to the Dual Enrollment Coordinator/Campus Academic Dean.
3. Restrict high school instructors from teaching more than 50% of their course load (four courses) in dual enrollment courses.
4. Ensure that dual enrollment courses offered at the high school site are not combined with any non-college credit high school course.
5. Ensure that all scheduled dual enrollment courses adhere to a minimum number of 10 students and a maximum number that coincides with that on the College's Master Outline for each course, housed in Curriculum Services.

6. Support the College's efforts to ensure compliance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), standards regarding the quality of courses offered by SBCC teachers
7. Collaborate with the College on the development of new Dual Enrollment sites and programs, to include the development of any Collegiate Career High School programs.

The College Shall:

1. Send preliminary determination of the proposed course list back to SBCC within three (3) weeks of receipt in the office of Dual Enrollment. Courses offered for the first time at any high school site may require notifications or permissions from the college's accrediting body, and therefore may not receive approval from the college for the immediate term requested.
2. Review faculty credentials and course syllabi in a timely manner to facilitate final approval of proposed course list.
3. Send notification of final approval of courses to SBCC within two (2) weeks of credential verification of faculty. The newly credentialed teacher will be provided information on when he/she will be provided access to myFSCJ, when Canvas training is available, textbook information, a list of contact for curriculum support, provided a sample syllabus, and advised to submit his/her course syllabus for review and approval.
4. Encode only those courses which appeared on the proposed course list and received final approval of faculty.
5. Offer appropriate training and mentoring for dual enrollment faculty to be completed prior to the beginning of the academic term.
6. Collaborate with SBCC on the development of new Dual Enrollment sites and programs.
7. Prepare and submit prospectus documents for high school sites that wish to expand on-site Dual Enrollment offerings, pending verification of appropriately credentialed faculty.

D. Student Registration

SBCC Shall:

1. Provide dual enrollment and early admission applications to students which will include the annual contract of understanding of expectations and requirements.
2. Provide guidance and approval for specific course requests, documented on the application forms in collaboration with the college.
3. Check applications for completion, including signatures from parents or guardians and high school counselors, as well as ensuring eligibility criteria are met each term.
4. Provide original applications to the FSCJ designated campus by the established deadline and the designated method each term. Student registration deadlines will be strictly enforced.
5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A-C, including but not limited to their adherence to the FSCJ "Expectations for Student Conduct," SBCC "Code," and provide information to students about access to the online Student Handbook.

The College Shall:

1. Provide a primary point of contact Dual Enrollment Coordinator for purposes of coordination of all dual enrollment processes.
2. Provide the eligibility criteria for SBCC use to ensure students meet eligibility requirements. This information shall be updated to align with changes as needed.
3. Designate a campus dual enrollment coordinator to handle all dual enrollment and early admission applications. This coordinator will provide advisement, review applications, and eligibility criteria prior to registering students in classes each term, with SBCC and high school being notified of any ineligible students within two (2) weeks.
4. Provide verification of student registration for all courses taken at the high school sites with student ID numbers and College course numbers to SBCC, the high school instructor, and the high school dual enrollment coordinator.
5. Develop processes to ensure dual enrollment students will not be permitted to independently perform any registration activity with college enrollment services offices or on-line.
6. Ensure that once the dual enrollment application has been submitted, any changes in enrollment including dropping and adding classes, must be done at the approval of the high school counselor through the campus dual enrollment coordinator.
7. Provide copies of student schedules with any schedule changes to SBCC and high school dual enrollment coordinator at the time of registration.

8. Give students information on their full collegiate web access, including FSCJ e-mail accounts on completion of registration.

E. Faculty-- If SBCC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBCC Shall:

1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
 - a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a Master's degree from a regionally accredited institution in addition to 18 graduate semester hours in the discipline they propose to teach.
 - b. Faculty teaching SLS1103 or an alternative must have a Master's degree from a regionally accredited institution; however, it may be in any discipline and they must complete all three (3) components of the SLS Professional development training provided by the College.
 - c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a Master's degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.
2. Submit official transcripts for each proposed instructor.
3. Provide SBCC principals and prospective SBCC faculty with the requirements which must be satisfied in order for high school instructors to teach dual enrollment courses, including but not limited to:
 - a. participation in yearly orientation sessions and course specific training provided by FSCJ.
 - b. submission of credentialing documentation including official transcripts.
 - c. use of the standard electronic syllabus template for all proposed dual enrollment courses offered on the high school sites to be submitted electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the start of classes each term, typically August 1 for fall term classes and December 1 for spring term classes.
 - d. verification of class rosters to the College dual enrollment coordinators:
 - i. prior to the date of drop without penalty,
 - ii. prior to the date of Withdrawal from the course, and
 - iii. prior to the date of submission of final grades.

- e. submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ.
 - f. submission of all course grades including assignments and tests in the gradebook component of the Canvas course shell for each section being taught.
 - g. participation in the electronic submission of grades through the myFSCJ portal according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. For any subsequent offenses, they will not be permitted to teach dual enrollment.
 - h. submission to periodic classroom observation by College representatives who will provide feedback to instructors for self-improvement.
 - i. familiarity and compliance with all policies and procedures set forth in the College's Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.
4. Provide SBCC dual enrollment faculty with access to training provided by FSCJ in the appropriate technology to perform expected classroom management activities including:
 - a. myFSCJ system to check classroom rosters for accuracy;
 - b. electronic submission of grades; and
 - c. FSCJ e-mail for updates, information, and communication.
5. Provide SBCC dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site in collaboration with the College.
6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.
7. Provide the College with the name and credentials of any instructor who will be substituting for an approved dual enrollment faculty member who takes a planned leave of absence during the term with an understanding that the course will not be encoded as a dual enrollment course if the substitute fails to meet credentialing standards.
8. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than one week) requiring another instructor to teach the course.
9. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.

The College Shall:

1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform SBCC within two (2) weeks of document submission if the proposed candidate meets credential standards.
2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate SBCC administrators, campus dual enrollment and appropriate College administrators including College academic deans.
3. Provide faculty, particularly newly credentialed faculty or those teaching a course for the first time with sample syllabi and additional support.
4. Provide appropriate course specific training for dual enrollment faculty to include requirements for assessments.
5. Conduct evaluations of performance for dual enrollment faculty and provide feedback of observations within 3-4 weeks.
6. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.
7. Provide discipline-specific contacts to serve as resources and mentors for each SBCC dual enrollment faculty member.
8. Provide access to the online current College faculty handbook and student handbook to each SBCC dual enrollment faculty member.
9. Perform an immediate credential review of any SBCC faculty member proposed to teach a high school dual enrollment course as a substitute for a teacher on extended absence.
10. Assist SBCC in finding an appropriately credentialed instructor in the event of an extended absence of a high school dual enrollment faculty member.
11. Remove the dual enrollment college credit status for any course whose initial credentialed instructor has an extended absence and for which another appropriately credentialed instructor cannot be found.
12. Provide appropriate training to faculty in myFSCJ and Canvas to facilitate instruction.

F. Curriculum--- If SBCC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBCC Shall:

1. Ensure the use of only College established and approved curriculum by all dual enrollment faculty.
2. Ensure that in accordance with State Board Rule 6A-14.064, dual enrollment courses taught on the high school campus meet all postsecondary standards.
3. Ensure that all syllabi for dual enrollment courses meet all competencies and student learning outcomes specified in the Course Master Outlines in the College's Curriculum services website.
4. Ensure that textbooks and instructional materials used in dual enrollment courses on the high school site have been selected from the list of materials on the College's Course Master Outline unless approved by an appropriate college dean through review.
5. Submit for review any proposed instructional materials not on the College's Course Master outline to the College at least one (1) month prior to the beginning of the academic term.
6. Ensure that faculty teaching General Education dual enrollment classes taught at the high school site participate fully in any College-wide assessment activities including assignments that will generate student artifacts. Student and faculty identifiers will be redacted from these artifacts prior to assessment and results will be reported at a programmatic level. Instructors who fail to submit their artifacts to FSCJ by the established deadline will receive a written warning for the first offense. If there is any additional offense, they will not be permitted to teach dual enrollment in the subsequent term.
7. Ensure that faculty teaching dual enrollment courses administer the standard final exams or other mutually agreed upon assessments or activities and use them toward the calculation of the final course grade in accordance with current standards of end of course examinations.
8. Return completed final exams or end of course assessments to the executive director to be held for a period of one year. Instructors who fail to submit their final exams or end of course assessments to FSCJ during the established window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

The College Shall:

1. Provide access to the Course Master Outlines on the College's Curriculum Services website to all SBCC dual enrollment faculty.

2. Provide all SBCC dual enrollment faculty with the College's list of required elements for all syllabi including expected student learning outcomes through an electronic syllabus template.
 3. Review submitted syllabi and report approval status back to SBCC within two (2) weeks of submission.
 4. Provide assistance to SBCC faculty teaching dual enrollment courses in syllabus revision if initial submission does not meet current standards.
 5. Review, within two (2) weeks of submission by SBCC, any proposed textbooks or instructional materials not on the College's Course Master Outline submitted by SBCC for equivalency to current standards.
 6. Facilitate the development and implementation of common final exams for each dual enrollment college course taught on high school sites. For any exams for which a standard does not yet exist, high school teachers will have the opportunity to collaborate on the development of the exams with FSCJ faculty.
 7. Provide the exams and answer keys to the instructors prior to the start of the semester, as well as contact information for the faculty leader of the test development team.
 8. Review and approve any alternate final assignments for those courses in which a cumulative final exam is not administered.
 9. Hold final exams or alternate assignments returned to the College for a period of one (1) year.
- G. Supervision--** If SBCC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBCC Shall:

1. Ensure all SBCC faculty teaching dual enrollment courses adhere to required standards designated in State Board Rule 6A-14.064, including, but not exclusive to, syllabus submission, submission of final exams and other required assignments, and adherence to College grading policies.
2. Offer access to the high school site for appropriate College personnel, including, but not exclusive to, campus dual enrollment coordinators, Executive Director of Articulations, College-wide and academic deans conducting classroom visitations.
3. Ensure dual enrollment students on the high school campus have instructions for, and access to technology to enable them to submit online instructional evaluations.

4. Conduct formal performance appraisal of the dual enrollment instructor according to the current District contract and Florida state law.
5. Coordinate with the College for formal program assessment and evaluation to include a yearly evaluative report describing student performance, student progression, and operational benchmarks of process.

The College Shall:

1. Monitor adherence to dual enrollment faculty submission of required syllabi, final exams, and other required assignments.
2. Evaluate submitted documents and provide feedback/approval within two (2) weeks for syllabus submissions and four (4) weeks for other submitted documents.
3. Perform classroom visitations and conduct dual enrollment evaluations which conform to standards for adjunct faculty on the College campus. Newly credentialed dual enrollment faculty will be observed in the fall.
4. Provide feedback to the instructor on classroom visitations/evaluations within four (4) weeks following the date of visitation.
5. Provide information on classroom visitation to the Office of Dual Enrollment for purposes of program level evaluation and improvement.
6. Provide mentoring to dual enrollment faculty.
7. Provide SBCC with information on the process for student submission of online instructional evaluation.

H. Student Performance, Grades, and Appeals

SBCC Shall:

1. Ensure that student performance is monitored and evaluated in accordance with FSCJ college credit and non-credit grading and academic standards:
 - a. for classes offered at the high school site, the grading may include a mid-term grade consistent with the Clay County Schools nine (9) weeks reporting schedule for the participating high schools and
 - b. there is to be no grade recovery strategy for any dual enrollment course offered on the high school or College site.
2. Ensure grading in courses is consistent with the grading system approved on the course syllabus.

3. Ensure any changes to grading standards for dual enrollment courses are submitted to the appropriate College academic dean for approval before institution.
4. Ensure dual enrollment faculty electronically post course gradebook items in the Canvas course shell provided for each course section and post final course grades in the College's student information management system by the designated dates for each academic term. Instructors who fail to post course gradebook items or submit final course grades to FSCJ during the established online grading window will receive a written warning for the first offense. Should there be a subsequent offense, they will not be permitted to continue to teach in the dual enrollment program.
5. Ensure the grades entered into the FSCJ and SBCC permanent record systems are the same. If a grading discrepancy is noted, it will be corrected within a period of two (2) weeks.
6. Ensure that students who have earned a grade of D, F, FN, or W in a dual enrollment course, and their parents, are provided with full information regarding the consequences of withdrawals, multiple retakes, including the possibility of paying out-of-state tuition rate, GPA implications for transcripts and potential impacts on financial aid eligibility, and acceptance to selective admission postsecondary institutions.
7. Ensure that students who have earned a grade of D, F, FN, or W in dual enrollment courses in a single semester and their parents are provided with full information regarding the student's ineligibility to take further dual enrollment courses.
8. Provide the College with information on any student who must be withdrawn from a dual enrollment course for reasons beyond their control (transfer to another school, move out of the area) within one (1) week of the withdrawal.
9. Ensure no students submit an application to retake a dual enrollment course more than once. Students who wish to retake MAT1033, MGF1106, MGF1107, and MAC1105 must retake the PERT to ensure proper advising and placement.
10. Provide students on the high school site with information on how to appeal a grade through a written request to SBCC, who will then review the appeal with the FSCJ Executive Director of Articulations for joint determination of further action. Students may need to submit an appeal in accordance with the college's student appeal process as outlined in the catalog.

The College Shall:

1. Evaluate grading processes to ensure compliance with College procedures and stated guidelines on course syllabi.
2. Review submitted gradebooks in the Canvas course shells from SBCC faculty to ensure alignment with submitted grades.

3. Ensure the Campus Dual Enrollment Coordinators securely deliver grades for courses taken on the College Campus to SBCC.
4. Develop a secure electronic file transfer protocol to send grades from the College system to SBCC.
5. Provide students enrolled in dual enrollment courses information on the student appeals procedure outlined in the college catalog if they wish to appeal a grade.
6. Process dual enrollment student grade appeals in a timeframe pursuant to College policy and procedure.

I. Student Advising

SBCC Shall:

1. Inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of:
 - a. student eligibility requirements criteria;
 - b. the option for taking dual enrollment courses beyond the regular school year;
 - c. the minimum academic credits required for graduation;
 - d. the fact that dual enrollment grades are posted to a permanent college transcript;
 - e. the consequences of grades of D, F, FN, and W on a college transcript regarding future eligibility for selective access programs at colleges and universities, financial aid, and continuation in dual enrollment courses; and
 - f. the availability of services for students with disabilities who wish to participate in Dual Enrollment.
2. Provide academic advising to dual enrollment students regarding program and course selection:
 - a. encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
 - b. assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
 - c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
 - d. advise students taking college credit courses including those in Early Admission programs of the requirement to complete the 15 hour State

mandated General Education "Core" courses prior to earning 24 total college credit hours.

The College Shall:

1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.
2. Provide academic advising to dual enrollment students regarding program and course selection:
 - a. assist students in identifying and declaring a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree, or baccalaureate degree.
 - b. assist students pursuing an Associate of Arts degree in declaring their intended transfer degree program and institution prior to attaining 30 credit hours toward the AA degree.
 - c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
 - d. advise students taking college credit courses including those in Early Admission and Early College programs of the requirement to complete the 15 hour State mandated General Education "Core" courses prior to earning 24 total college credit hours.
3. Provide access to advisement throughout the year with campus dual enrollment coordinators and Student Success advisement staff.
4. Provide information to students regarding the requirement for self-identification of disabilities to the College's Disabilities Office in order to obtain services and accommodations.

J. Student Costs and Fees

Consistent with provisions of Florida Statute s.1007.271 F.S., properly enrolled high school students receiving dual enrollment or early admission instruction under the provisions of this plan shall not be charged registration, tuition, technology, or laboratory fees for the college courses in which they enroll.

Students will be responsible for payment of other special course or program fees, including, but not exclusive to:

1. art supplies;
2. aviation flight fees;
3. automotive tools;
4. culinary equipment;
5. health care uniforms;

6. fees for dissection or other science consumables required for science courses; and
7. other consumables which will be identified by the college in collaboration with District prior to student enrollment.

Students will be responsible for paying the transcript request fee standard for all students of the College (charged per transcript) if they wish to have a copy of their College transcript or wish to have a transcript sent from the College to other postsecondary institutions.

K. Instructional Materials

In accordance with s.1007.271 F.S., instructional materials, including digital integrated course materials, for dual enrollment courses shall be made available to public high school students free of charge. Payment for course textbooks shall be made in accordance with the following guidelines set forth below. Tangible instructional materials shall be the property of the governing board of the purchaser.

To reduce cost of instructional materials, use of open resource materials will be encouraged, followed by textbook rental options where available.

SBCC Shall:

1. Pay for textbooks and other instructional materials required for dual enrollment students. All tangible textbooks purchased by SBCC are the property of SBCC.
2. Encourage courses taught on the high school sites to use open resource course shells when available.
3. Ensure student access to the technology required to fully use open resource course shells provided by the College.

Charter schools: SBCC is not responsible for costs for textbooks or other instructional materials for Charter schools.

Home school students will be provided textbooks and other instructional materials through a College process.

The College Shall:

1. Make available to SBCC any open resource course shells developed by FSCJ free of cost provided students are guaranteed access to the appropriate technology required to fully use them.
2. Provide course shell orientation to any SBCC faculty using FSCJ open resource shells to maximize effectiveness of resources.

L. Transportation

Unless specifically provided for a designated program by SBCC, students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

M. Cost Sharing

In accordance with HB 5101 amending 1007.271 F.S. school districts are required to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) for the fall and spring terms, to pay only the costs of salary and benefits when instruction at the high school site is offered by a postsecondary instructor, but are not required to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors.

SBCC Shall:

1. Compensate SBCC personnel acting as dual enrollment adjunct faculty for FSCJ as part of their regular teaching load at the high school campus.
2. Compensate FSCJ per the current cost of adjunct faculty instruction, for the costs of College instructional personnel, who teach at the high school campus at SBCC request.
3. Compensate FSCJ at the current rate of instruction, for any college campus class specifically requested by SBCC for targeted groups of dual enrollment students.
4. Remit payment for college campus tuition.

The College Shall:

1. Compensate FSCJ faculty teaching a combination of regular FSCJ students and dual enrollment students on a college campus course if there are more than 16 SBCC dual enrollment students and the course was not specifically requested by SBCC.
2. Provide SBCC with rates of instruction on an annual basis.
3. Invoice SBCC for any class taught on the high school site by an FSCJ faculty member (full-time or adjunct) at the request of SBCC.
4. Submit to SBCC an invoice for tuition at the rate of \$71.98 per credit hour for all college credit courses Dual Enrollment and Early Admission students take through an FSCJ Campus/Center during the fall or spring term.

DRAFT

5. Submit to SBCC an invoice for tuition at the rate of \$2.33 per contact hour for all non-credit courses in programs leading to a career certificate or an applied technology diploma (PSAV) taken by Dual Enrollment students on the college campus during the fall or spring semesters.

N. Teacher Preparation and In-Service Training

FSCJ and SBCC will partner to provide teacher preparation and in-service training to District teachers and counselors to assist them in increasing the success of students in postsecondary education.

SBCC Shall:

1. Designate a day during the fall term professional development period for a comprehensive dual enrollment orientation/training for all prospective dual enrollment teachers.
2. Support SBCC teachers participating in required professional development training offered by FSCJ.
3. Support school counselors and other dual enrollment support personnel attendance at professional development activities offered by the College.

The College Shall:

1. Offer collaborative workshops between college and high school faculty to develop curriculum and instructional methodologies and cumulative final exams.
2. Offer SBCC teachers and guidance staff access to workshops on the use of technology in instruction as well as other courses offered by the Academy for Professional Development.
3. Offer recertification courses for SBCC teachers.
4. Offer in-service for SBCC school counselors that delineates the diverse career education options available to students and the basic skill levels necessary for success.

O. Data Sharing and Program Evaluation

DRAFT

The FSCJ Executive Director of Articulations and SBCC shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for sharing data for the purpose of state reporting and program improvement. Each party agrees to protect the rights of students with respects to records created, maintained and used by each Party in accordance with state and federal law.

Shared data will be used to produce an annual evaluation report on implementation. The report shall include:

1. number and percentage of high school student participants by school, program type, and course;
2. agreed-upon demographic data;
3. student course performance; and
4. program improvement actions.

In alignment with the 2007 Council of Presidents' Statement of Standards, the following assessment and accountability measures will be established:

1. FSCJ will share statewide and specific research on dual enrollment student progression and
2. FSCJ will conduct follow-up research on dual enrollment courses to ensure grading standards and outcomes are comparable to non-dual enrollment sections. Results are to be shared with the principals, local district, and the division.

Dual Enrollment Academic Advising Early College Associate in Arts Degree
(Fall 2015 and later)

Name: _____ EMPL ID: _____ High School: _____

Anticipated Major: _____

Potential Transfer Colleges/Universities: _____

Note:

- Students select general education courses from the five broad liberal arts discipline areas: communication, humanities, mathematics, natural sciences and social/behavioral sciences. Per Florida State Statute 1007.25(3): At least one course in each of the five discipline areas shall be identified as a state core course option. Courses identified with an asterisk (*) are designated as state core courses, accepted as general education at all state colleges and universities. A grade of "C" or better is required in all general education courses.
- General Education: 36 Core Credits + 24 Elective Credits = 60 credits.

Enrolled	Completed (C or higher)	I. COMMUNICATION (9 credit hours – 3 credit hours from each category)			FSCJ DE Coordinator Notes
Category A					
		*ENC1101	English Composition	3	
		*ENC1101C**	English Composition I Enhanced	4	
Category B					
		ENC 1102	Writing About Texts	3	
Category C					
		SPC2017	Intro to Speech Communication	3	
		SPC2065	Speech Communication for Business	3	
		SPC2608	Fundamentals of Public Speaking	3	
**This course includes one credit hour of supplemental lab instruction that will count toward the 24 hours of Associate in Arts electives.					

**This course includes one credit hour of supplemental lab instruction that will count toward the 24 hours of Associate in Arts electives.

Projecte d Term	Enrolled	Complete d (C or higher)	II. HUMANITIES (6 credit hours – choose one course from Category A AND one course from Category A or B) *At least one course must have an HUM Prefix			FSCJ DE Coordinato r Notes
Category A						
			*HUM2020	Topics in the Humanities	3	
			*ARH2000	Arts in the Humanities	3	
			*PHI2010	Philosophy in the Humanities	3	
			*MUL2010	Music in the Humanities	3	
			*LIT2000	Literature in the Humanities	3	
			*THE2000	Theatre In the Humanities	3	
Category B						
			HUM2210	Humanities: Prehistory to the 15 th Century	3	
			HUM2230	Humanities: Mainstream of Cultures 15 th to 20 th Century	3	
			HUM2250	Humanities: 20 th & 21 st Century Cultural Perspectives	3	
			HUM2410	Humanities of Asia	3	
			HUM2450	Humanities in the Americas	3	
			DAN2100	Dance in the Humanities	3	
			AML2010	American Literature: Colonial Times to 1900	3	
			AML2020	American Literature: 1865 to Present	3	
			ARH2050	Art History from Prehistory to 15 th Century	3	
			ARH2051	Art History from 15 th to 21 st Century	3	
			ENG2100	Film Studies	3	
			ENL2100	English Literature to 1750	3	
			ENL2022	English Literature since 1750	3	
			LIT2100	Great Ideas in World Literature	3	
			PHI2603	Introduction to Applied Ethics	3	
			PHI2600	Moral and Political Philosophy	3	
			REL2000	Religion in the Humanities	3	
			REL2300	World Religions	3	

June 2019

Projecte d Term	Enrolled	Complete d (C or higher)	III. NATURAL SCIENCE (minimums 6 - 8 credit hours)	FSCJ DE Coordinator Notes
Option 1: Choose one course from Category A (Biological Sciences) and one course from Category B (Physical Sciences). One must have a laboratory credit associated with it. These courses are listed with a "C" or an "L" following the course number.				

Option 2: Choose one pair of courses from Category C – Biological Sciences and Physical Sciences.

****ISC1075 may fulfill the requirement in either area, but not both.**

Tips from your FSCJ DE Coordinators:

When selecting science courses please consider the following suggested courses based on your anticipated major — see notes in Category C.

Category A (Biological Sciences)

			BOT1010C	Botany	4
			*BSC1005	Life in its Biological Environment	3
			BSC1005L	Biology Lab	1
			*BSC2010C	Principles of Biology I	4
			BSC2011C	Principals of Biology II	4
			BSC2020C	Human Biology	4
			BSC2050	Biology of Environmental Systems	3
			*BSC2085C	Human Anatomy and Physiology I	4
			BSC2086C	Human Anatomy and Physiology II	4
			**ISC1075	Principles of Science and Investigation	3
			MC2010C	Microbiology	4
			OCB2000C	Fundamentals of Marine Biology	4
			ZOO1010C	General Zoology	4

Category B (Physical Sciences)

			*AST1002	Introduction to Astronomy	3
			AST1002L	Astronomy Laboratory	1
			*CHM1020	Chemistry for Liberal Arts	3
			CHM1025C	Introduction to General Chemistry	4
			CHM1032C	Principles of General Chemistry	4
			*CHM2045C	General Chemistry and Qualitative Analysis I	4
			CHM2046C	General Chemistry and Qualitative Analysis II	4
			*ESC1000	Earth and Space Science	3
			ESC1000L	Earth and Space Science Lab	1
			GLY1010C	Physical Geology and Laboratory	4
			**ISC1075	Principles of Science and Investigation	3
			*EVR1001	Introduction to Environmental Science	3
			OCE2001	Survey of Oceanography	3
			OCE2001L	Survey of Oceanography Lab	1
			*PHY1020C	Physics for Liberal Arts with Laboratory	3
			*PHY2048C	Physics I with Calculus	4
			PHY2049C	Physics II with Calculus	4
			*PHY2053C	General Physics I	4
			PHY2054C	General Physics II	4
			PSC1341	Physical Science	3

Category C (Biological Sciences and Physical Sciences PAIRS)

			*BSC2085C	Human Anatomy and Physiology I	4	for nursing majors and allied health majors
			and BSC2086C	Human Anatomy and Physiology II	4	
			*BSC2010C	Principles of Biology I	4	for Biology majors and most pre-med programs
			and BSC2011C	Principals of Biology II	4	
			*BSC2010C	Principles of Biology I	4	for some allied health majors
			and BSC2020C	Human Biology	4	
			*CHM2045C	General Chemistry and Qualitative Analysis I	4	for chemistry majors and some pre-med programs
			and CHM2046C	General Chemistry and Qualitative Analysis II	4	
			*PHY2048C	Physics I with Calculus	4	for physics and engineering majors
			and PHY2049C	Physics II with Calculus	4	
			*PHY2053C	General Physics I	4	for some pre-med majors
			and PHY2054C	General Physics II	4	



Dual Enrollment Academic Advising Early College Associate in Arts Degree
(Fall 2015 and later)

Project ed Term	Enrolled	Complete d (C or higher)	IV. MATHEMATICS (6 credit hours – choose any two from the following)	FSCJ DE Coordinator Notes
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Tips from your FSCJ DE Coordinators:

When selecting mathematics courses please consider the following suggested courses based on your anticipated major —

1. Mathematics: MAC1105 and MAC1147 if you meet the criteria OR MAC1114 and MAC1140.
2. Science: MAC1105 and MAC 1147 OR STA2023.
3. Psychology and Sociology: MGF1106 and STA2023
4. Other majors: MGF1106 and MGF 1107 OR other strong math students may wish to take MAC1105 and STA2023

			*MAC1105	College Algebra	3
			MAC1114	College Trigonometry	3
			MAC1140	Precalculus Algebra	4
			MAC1147	Precalculus Algebra and Trigonometry	5
			MAC2233	Calculus for Business and Social Studies	3
			*MAC2311	Calculus with Analytic Geometry I	4
			MAC2312	Calculus with Analytic Geometry II	4
			MAC2313	Calculus with Analytic Geometry III	4
			MAP2302	Differential Equations	3
			*MGF1106	Topics in College Mathematics	3
			*MGF1107	Explorations in Mathematics	3
			*STA2023	Elementary Statistics	3

Projecte d Term	Enrolled	Complete d (C or higher)	V. SOCIAL AND BEHAVIORAL SCIENCES (9 credit hours – 3 credit hours for each category) *At least one course must come from the State Core (denoted with*)		FSCJ DE Coordinator Notes
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Civic Literacy Requirement: Beginning in Fall 2018, all first-time-in-college Associate in Arts or baccalaureate degree-seeking students must demonstrate civic literacy competency prior to graduation either by successfully completing AMH2020 or POS2041 with a "C" or higher, or by achieving the standard score on one of the three approved assessments.

Date Civic Literacy Requirement Met: _____

NOTE: Dual Enrollment students taking ECO 2013 for high school graduation must also take ECO 1931.

Category A					
			AMH2010	United States History 1865	3
			*AMH2020	United States History from 1865 to Present	3
			*POS2041	American Federal Government	3
			WOH1012	World History to 1500	3
			WOH1022	World History since 1500	3
Category B					
			AMH2070	History of Florida	3
			AMH2092	African-American History/Culture (African Origins to 1877)	3
			AMH2093	African-American History/Culture (1877 to Present)	3
			*ANT2000	General Anthropology	3
			ANT2410	Cultural Anthropology	3
			ANT2511	Physical Anthropology	3
			ECO1931	Financial Literacy (to be taken with ECO 2013 only)	1
			*ECO2013	Principles of Economics	3
			INR2002	International Relations	3
			LAH2000	History of Latin America	3
			POS2112	State and Local Government	3
			WST2010	Introduction to Women's Studies	3
Category C					
			DEP2004	Human Growth and Development	3
			INP1390	Human Relations in Business and Industry	3
			*PSY1012	General Psychology	3
			*SYG2000	Introductory Sociology	3
			SYG2010	Social Problems	3
			SYG2340	Marriage and Family	3



Dual Enrollment Academic Advising Early College Associate in Arts Degree (Fall 2015 and later)

Foreign Language Requirement

In accordance with Florida Statute 1007.25, A.A. degree-seeking students entering FSCJ or another Florida College System institution in 2014-2015 and thereafter must demonstrate competency in a foreign language. Competency is demonstrated by the completion of a minimum of eight semester hours in the same foreign language at the college level or by the completion of two high school credits in the same foreign language.

Courses are offered in Chinese (CHI1120 and CHI1121), French (FRE1120 and FRE1121), French Conversation (FRE2210 or FRE2211), Spanish (SPN1120 and SPN1121), Spanish Conversation (SPN 2210 or SPN 2211), German (GER1120 and GER1121), Latin (LAT11120 and LAT1121) and Brazilian Portuguese (POR1120 and POR1121) that fulfill this eight credit hour requirement. You may use Sign Language I and II (ASL1140 and ASL1150) to satisfy foreign language requirements, however, these courses may not count toward the requirements of the university.

Project d Term	Enrolled	Complete d (C or higher)	Electives/Major Prerequisites (24 credit hours)		FSCJ DE Coordinator Notes
When choosing electives, refer to your intended transfer institution's prerequisite requirements for your intended major. Certain prerequisite courses may be required before you can transfer into a major at the junior level. Some major prerequisites may be used to meet the Associate in Arts General Education Requirements. The elective course options within the Associate in Arts degree consists of any combination of college-level courses or recommended/required courses for a specific upper-division major/or courses selected from the five core general education academic areas of general education: communication, humanities/social science, history, science and mathematics. Students are encouraged to pay careful attention to their major field of study and to the specific requirements of the institution to which they plan to transfer.					
			SLS 1103/IDS 1107	Strategies for Learning Success / Strategies for the Pursuit of Knowledge	

☐ I understand these are the requirements to complete the Associate of Arts degree, that I need to pass my current courses, and I need to plan my future schedule accordingly.

Name (print) _____ Signature _____ Date _____

Exhibit C. Student and Parent Contract (included on page 2 of the Dual Enrollment Application)



FLORIDA STATE COLLEGE AT JACKSONVILLE/CLAY COUNTY SCHOOLS
DUAL ENROLLMENT STUDENT CONTRACT



The high school student on the college campus experiences the same freedom and lack of direct supervision as any other college student; consequently, dual enrollment students are expected to conduct themselves as adults and follow both Clay County Public Schools' Code of Student Conduct and the College's Expectations for Student Conduct.

- Students are expected to follow the guidelines in the course syllabus and retain that syllabus for reference.
- Students are expected to be in class on the first day and should attend all scheduled classes. Students may be assigned a grade of FN (Failure for Nonattendance) by the instructor for unexcused excessive absences.
- Students taking courses on the college campus are expected to have their texts and other course materials the first day of class.
- Two to three hours of homework or study should be completed for each hour spent in class.
- Assignment deadlines are firm.
- Students are expected to monitor their own progress in a course and to communicate regularly with their instructor if they have any questions about their progress or course material.
- Parents or guardians who have questions or concerns about their students' progress are subject to FERPA requirements and should direct their questions to the College Dual Enrollment Office and not to the course instructor.
- Students who take classes on the high school sites will have their final exams and program level assessments returned to the college and held for a period of one calendar year.

- Traditional Dual Enrollment students are limited to a maximum of 11 credit hours per fall or spring term.
- Early Admission students are limited to a maximum of 14 credit hours per fall or spring term.
- Final course grades of W (withdrawal), D, F, or FN, are permanent parts of a student's college transcript and may negatively impact transfer to other colleges and universities, scholarships, and eligibility for Federal Financial Aid.
- A grade of W, D, F or FN or assignment of NA (drop for nonattendance) in a single term will remove student eligibility for dual enrollment.
- Once a schedule has been entered for a semester, there will be no changes to the schedule unless a class is cancelled.
- Students whose college GPA drops below 2.0 or whose cumulative unweighted HS GPA drops below 3.0 will lose eligibility for participation.
- Students must complete the 15 credit hours of "State Core" General Education prior to attaining a total of 24 college credit hours.
- To drop or withdraw from a course, the student, parent, and high school designee must submit the appropriate documentation prior to the deadline.
- Students who violate the SBCC Code of Student Conduct or the College's Expectations for Student Conduct (including Academic Dishonesty) are subject to disciplinary action. Depending on the offense, this may include, but is not limited to, assignment or course failure, and suspension or removal from the dual enrollment program. Students are entitled to the College's Appeal Process in such circumstances.
- **Students are not permitted to independently perform any registration activity. Any student found in violation will not be allowed to continue in dual enrollment for subsequent terms.**
- Students may be asked to participate in educational research deemed exempt by the College's Institutional Research Board. This may include studies involving surveys and normal educational practices.

I have read and understand the above expectations and requirements for participation in the FSCJ/DCPS Dual Enrollment Program.

SBCC _____ Date: _____

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C6 - Approval for the Purchase of i-Ready Mathematics K-8 for the 2022-2023 School Year

Description

i-Ready Mathematics is an online program that provides students of all ages with differentiated instruction and supports them in their individual paths to success. Students gain experience through concrete examples and engaging lessons. Its responsive instruction provides consistent insight into student understanding and performance on standards, enabling teachers to monitor their students' progress and help them prepare for standards-based assessments and beyond. The data from the i-Ready Assessment empowers teachers with a deeper knowledge of their students' needs. Based on research into assessment design and backed by extensive validity evidence, sophisticated data is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provides a common language through which teachers and administrators can work toward the shared goal of student achievement.

Gap Analysis

i-Ready Mathematics offers a diagnostic tool that will place a student at their current level of proficiency. Each student is assigned a prescriptive pathway based on the diagnostic results to fill in the skill gaps from previous years to move the students towards grade-level proficiency. i-Ready Diagnostic for math (K-5) and provides teachers and administrators with the beginning of the year (BOY), mid-year (MY), and end of year (EOY) progress monitoring data required for data decision making.

Previous Outcomes

i-Ready Mathematics: Based on beginning of year (BOY) i-Ready Mathematics student performance data compared to EOY student performance data, student working on grade-level increased from 23% to 64%, students working one-grade level below decreased from 55% to 27%, and students working two or more grade levels below decreased from 22% to 10% during the 2021-2022 school year.

Expected Outcomes

i-Ready Mathematics: Implementing i-Ready Mathematics as an intervention in grades K-5 will assist with closing achievement gaps with students identified as having substantial deficiencies in mathematics measured by individual student growth rates on i-Ready Diagnostic for Math.

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 approves the purchase of i-Ready Mathematics site and student licenses, teacher toolbox, and professional development for grades K-8 for the 2022-2023 school year.

Contact

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

Financial Impact

For 2022-2023, the fiscal impact of the i-Ready site and student licenses, teacher toolbox, and professional development will not exceed \$458,777.50 from the 2022-2023 SAI allocation and Title II funds.

Review Comments

Attachments

DRAFT

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 220159
Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

August 4, 2022

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

☐ Must Have Board Approval over \$100,000.00

Date Submitted: June 2, 2022

Name of Contract Initiator: Roger Dailey

Telephone #: 904-336-6904

School/Dept Submitting Contract: Academic Services

Cost Center # 9111

Vendor Name: Curriculum Associates

Contract Title: iReady

Number 6

Contract Type: New ☐ Renewal ☐ Amendment ☒ Extension ☐ Previous Year Contract # 210132

Contract Term: One year

Renewal Option(s):

Contract Cost: \$458,777.50

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line # 100.5100369.9111.1123.0000.000.0 - \$411,527.50

Funding Source: Budget Line # 420.6400310.9009.0000.4020.000.3 - \$47,250.00

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

☒ Completed Contract Review Form

☐ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

☐ 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].

☐ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

☐ COVID-19 Waiver (If Applicable)

☐ Release and Hold Harmless (If Applicable)

RECEIVED
JUN - 6 2022
PURCHASING

****AREA BELOW FOR DISTRICT PERSONNEL ONLY ****

CONTRACT REVIEWED BY:

COMMENTS BELOW BY REVIEWING DEPARTMENT

Purchasing Department

B78

Review Date

6/7/2022

Need Written Amendment #6
Dept. Wants to Renew for 22/23 sy.
Attached = Original Contract + Amendments 1,2,3,4,5
for Attorney Use.
Attached is Amendment # 6 Doc. VINE
Need to Change page 22 of Quote to reflect Done
already agreed upon change in Prior Amendments Quotes

School Board Attorney

JB

Review Date

6/8/22

Other Dept. as Necessary

Review Date

PENDING STATUS: ☐ YES ☐ NO

IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR

FINAL STATUS

☒ APPROVED

DATE: 6/11/22

**AMENDMENT NUMBER SIX (6) TO
AGREEMENT BETWEEN
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA,
AND CURRICULUM ASSOCIATES, LLC**

This Amendment number six (6) to the Contract (hereafter "original Contract") between **THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA**, ("Board"), and **CURRICULUM ASSOCIATES, LLC**, ("Contractor"), collectively referred to as "the Parties," which original Agreement was entered into by the parties on July 19, 2017, shall become effective on the date last executed by either of the parties and shall serve to modify original Agreement and all previous Amendments to said original Agreement as set forth herein.

WHEREAS, the 2017 Agreement concerned the licensing and provisions of "I-Ready" computer-based education programming, assessment, and associated services ("the Program") for a limited number of district students and employees, and

WHEREAS, the Parties entered into Amendments Number One, Two, Three, Four and Five in 2017, 2018, 2019, 2020 and 2021 to expand the scope and duration of the 2017 Agreement, and

WHEREAS, the term of the 2017 Agreement and Amendment Number Five (5) expire July 18, 2022, and

WHEREAS, the Parties now seek to expand the scope and term of services such that the Program will be available to a greater number of students and employees, and

NOW THEREFORE, the Parties have mutually agreed to modify the terms of the original Agreement and the previously executed four Amendments as follows:

1. The 2017 Agreement is hereby renewed and amended such that the Program will be amended as is specifically set forth in Composite Exhibit "A" (i.e., May 19, 2022 Price Quotes) to this Amendment Number Six.
2. The term of the 2017 Agreement as set forth in the prior Amendment Five, is hereby amended such that the Agreement shall expire on July, 18, 2023.
3. All other terms and conditions of the original Contract, including those changes made in Amendments One, Two, Three, Four, and Five, which do not conflict with the terms of Composite Exhibit "A", shall remain unmodified and in full force and effect.
4. The only effect of this Amendment is to modify the Agreement term, cost and included products and services as set forth herein.

IN WITNESS WHEREOF, the Parties, by the execution of this Amendment Number Six (6) by their authorized representatives below, bind themselves to all terms of this Amendment Six (6) to the original Contract and to the remaining unmodified terms of the Original Contract and previous Amendments.

AS TO:

**THE SCHOOL BOARD OF CLAY
COUNTY, FLORIDA**

By: _____
Printed Name: Mary S. Bolla
Title: Chairman, School Board of Clay County, Florida
Date: _____

AS TO:

CURRICULUM ASSOCIATES, LLC.

By: Robert Waldron
Printed Name: Robert Waldron
Title: Chief Executive Officer
Date: June 20, 2022

Curriculum Associates®

Prepared For:
Heather Teto
Clay County SD
900 Walnut St,
Green Cv Spgs, FL 32043

i-Ready & Toolbox Math 2022-2023 SY

5/19/2022

Dear Heather Teto,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Quote ID: 283207.2 Valid through: 12/31/2022

Product	List Price	Net Price
i-Ready	\$355,640.00	\$320,076.00
Toolbox	\$107,590.00	\$91,451.50
Professional Development	\$60,750.00	\$47,250.00
i-Ready Partners Services	\$40,500.00	\$0.00
<i>i-Ready Partners Services Includes:</i> <ul style="list-style-type: none"> • <u>Initial Implementation Services:</u> Provisioning, Initial Rostering, Hosting, Technology Assessment • <u>Account Management:</u> Account Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management • <u>Staff Development Consultation and Resources:</u> Consultative services to help you plan and make the most of Professional Development sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources • <u>Technical Support:</u> Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support 		
List Total:		\$564,480.00
Savings:		\$105,702.50
Shipping/Tax/Other:		\$0.00
Total:		\$458,777.50

Thank you again for your interest in Curriculum Associates.

Sincerely

Mary Arnold
386-449-9255
marnold@cainc.com

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 283207.2 Date: 5/19/2022 Valid through: 12/31/2022

Prepared For:
Heather Teto
Clay County SD
900 Walnut St,
Green Cv Spgs, FL 32043
heather.teto@myoneclay.net

Your Representative:
Mary Arnold
386-449-9255
marnold@cainc.com

i-Ready & Toolbox Math 2022-2023 SY

Argyle ES 2625 Spencers Plantation Blvd, Orange Park, FL 32073

Total Building Enrollment: 690, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Charles E Bennett ES 1 S Oakridge Ave, Green Cv Spgs, FL 32043

Total Building Enrollment: 574, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Clay County SD 900 Walnut St, Green Cv Spgs, FL 32043

Total Building Enrollment: 24571, Grade Range: PK - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Development i-Ready Assessment and Personalized Instruction Add on Leadership Session	Multiple	19984.0	2	\$0.00	\$0.00	\$0.00
Subtotal:						\$0.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$0.00

Clay Hill ES 6345 County Road 218, Jacksonville, FL 32234

Total Building Enrollment: 378, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	Multiple	14943.0	1	\$11,100.00	\$9,990.00	\$9,990.00
i-Ready Learning Teacher Toolbox Access Math Per Site 351-500 students 1 Year	Multiple	28269.0	1	\$3,450.00	\$2,932.50	\$2,932.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$14,672.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$14,672.50

Coppergate ES 3460 Copper Colts Ct, Middleburg, FL 32068

Total Building Enrollment: 463, Grade Range: K - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	Multiple	14943.0	1	\$11,100.00	\$9,990.00	\$9,990.00
i-Ready Learning Teacher Toolbox Access Math Per Site 351-500 students 1 Year	Multiple	28269.0	1	\$3,450.00	\$2,932.50	\$2,932.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$14,672.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$14,672.50

Discovery Oaks ES 950 Oakleaf Plantation Pkwy, Orange Park, FL 32065

Total Building Enrollment: 800, Grade Range: K - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Doctors Inlet ES 2634 County Road 220, Middleburg, FL 32068

Total Building Enrollment: 511, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Fleming Island ES 4425 Lakeshore Dr, Orange Park, FL 32003

Total Building Enrollment: 658, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Grove Park ES 1643 Miller St, Orange Park, FL 32073

Total Building Enrollment: 387, Grade Range: K - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	Multiple	14943.0	1	\$11,100.00	\$9,990.00	\$9,990.00
i-Ready Learning Teacher Toolbox Access Math Per Site 351-500 students 1 Year	Multiple	28269.0	1	\$3,450.00	\$2,932.50	\$2,932.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$14,672.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$14,672.50

Keystone Heights ES 335 Sw Pecan St, Keystone Hgts, FL 32656

Total Building Enrollment: 756, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Lake Asbury ES 2901 Sandridge Rd, Green Cv Spgs, FL 32043

Total Building Enrollment: 756, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Lakeside ES 2752 Moody Ave, Orange Park, FL 32073

Total Building Enrollment: 693, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

McRae ES 6770 County Road 315, Keystone Hgts, FL 32656

Total Building Enrollment: 504, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Middleburg ES 3958 Main St, Middleburg, FL 32068

Total Building Enrollment: 516, Grade Range: K - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Montclair ES 2398 Moody Ave, Orange Park, FL 32073

Total Building Enrollment: 464, Grade Range: K - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	Multiple	14943.0	1	\$11,100.00	\$9,990.00	\$9,990.00
i-Ready Learning Teacher Toolbox Access Math Per Site 351-500 students 1 Year	Multiple	28269.0	1	\$3,450.00	\$2,932.50	\$2,932.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$14,672.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$14,672.50

Oakleaf Village ES 410 Oakleaf Village Pkwy, Orange Park, FL 32065

Total Building Enrollment: 852, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 801-1200 Students 1 Year	Multiple	14945.0	1	\$16,800.00	\$15,120.00	\$15,120.00
i-Ready Learning Teacher Toolbox Access Math Per Site 801-1200 students 1 Year	Multiple	28271.0	1	\$4,910.00	\$4,173.50	\$4,173.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$21,043.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$21,043.50

Orange Park ES 1401 Plainfield Ave, Orange Park, FL 32073

Total Building Enrollment: 471, Grade Range: K - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	Multiple	14943.0	1	\$11,100.00	\$9,990.00	\$9,990.00
i-Ready Learning Teacher Toolbox Access Math Per Site 351-500 students 1 Year	Multiple	28269.0	1	\$3,450.00	\$2,932.50	\$2,932.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$14,672.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$14,672.50

Plantation Oaks ES 4150 Plantation Oaks Blvd, Orange Park, FL 32065

Total Building Enrollment: 952, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 801-1200 Students 1 Year	Multiple	14945.0	1	\$16,800.00	\$15,120.00	\$15,120.00
i-Ready Learning Teacher Toolbox Access Math Per Site 801-1200 students 1 Year	Multiple	28271.0	1	\$4,910.00	\$4,173.50	\$4,173.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$21,043.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$21,043.50

R M Paterson ES 5400 Pine Ave, Fleming Isan, FL 32003

Total Building Enrollment: 1008, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 801-1200 Students 1 Year	Multiple	14945.0	1	\$16,800.00	\$15,120.00	\$15,120.00
i-Ready Learning Teacher Toolbox Access Math Per Site 801-1200 students 1 Year	Multiple	28271.0	1	\$4,910.00	\$4,173.50	\$4,173.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$21,043.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$21,043.50

Rideout ES 3065 Apalachicola Blvd, Middleburg, FL 32068

Total Building Enrollment: 420, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	Multiple	14943.0	1	\$11,100.00	\$9,990.00	\$9,990.00
i-Ready Learning Teacher Toolbox Access Math Per Site 351-500 students 1 Year	Multiple	28269.0	1	\$3,450.00	\$2,932.50	\$2,932.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$14,672.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$14,672.50

Ridgeview ES 421 Jefferson Ave, Orange Park, FL 32065

Total Building Enrollment: 562, Grade Range: K - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
					Subtotal:	\$16,870.00
					Shipping:	\$0.00
					Tax:	\$0.00
					School Subtotal:	\$16,870.00

S Bryan Jennings ES 215 Corona Dr, Orange Park, FL 32073

Total Building Enrollment: 448, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	Multiple	14943.0	1	\$11,100.00	\$9,990.00	\$9,990.00
i-Ready Learning Teacher Toolbox Access Math Per Site 351-500 students 1 Year	Multiple	28269.0	1	\$3,450.00	\$2,932.50	\$2,932.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
					Subtotal:	\$14,672.50
					Shipping:	\$0.00
					Tax:	\$0.00
					School Subtotal:	\$14,672.50

Shadowlawn ES 2945 County Road 218, Green Cv Spgs, FL 32043

Total Building Enrollment: 658, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Swimming Pen Creek ES 1630 Woodpecker Ln, Middleburg, FL 32068

Total Building Enrollment: 469, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	Multiple	14943.0	1	\$11,100.00	\$9,990.00	\$9,990.00
i-Ready Learning Teacher Toolbox Access Math Per Site 351-500 students 1 Year	Multiple	28269.0	1	\$3,450.00	\$2,932.50	\$2,932.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$14,672.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$14,672.50

Thunderbolt ES 2020 Thunderbolt Rd, Fleming Islan, FL 32003

Total Building Enrollment: 831, Grade Range: K - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 801-1200 Students 1 Year	Multiple	14945.0	1	\$16,800.00	\$15,120.00	\$15,120.00
i-Ready Learning Teacher Toolbox Access Math Per Site 801-1200 students 1 Year	Multiple	28271.0	1	\$4,910.00	\$4,173.50	\$4,173.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$21,043.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$21,043.50

Tynes ES 1550 Tynes Blvd, Middleburg, FL 32068

Total Building Enrollment: 945, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 801-1200 Students 1 Year	Multiple	14945.0	1	\$16,800.00	\$15,120.00	\$15,120.00
i-Ready Learning Teacher Toolbox Access Math Per Site 801-1200 students 1 Year	Multiple	28271.0	1	\$4,910.00	\$4,173.50	\$4,173.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$21,043.50
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$21,043.50

W E Cherry ES 420 Edson Dr, Orange Park, FL 32073

Total Building Enrollment: 637, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Wilkinson ES 4965 County Road 218, Middleburg, FL 32068

Total Building Enrollment: 658, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	Multiple	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	Multiple	19983.0	1	\$1,750.00	\$1,750.00	\$1,750.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	Multiple	14944.0	1	\$13,060.00	\$11,754.00	\$11,754.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	Multiple	28270.0	1	\$3,960.00	\$3,366.00	\$3,366.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$1,500.00	\$0.00	\$0.00
Subtotal:						\$16,870.00
Shipping:						\$0.00
Tax:						\$0.00
School Subtotal:						\$16,870.00

Total

List Total:	\$564,480.00
Savings:	\$105,702.50
Merchandise Total:	\$458,777.50
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$458,777.50

Special Notes

10 i-Ready purchase discount & 15% blended Toolbox discounts applied.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y28

DRAFT

Curriculum Associates®

Quote ID: 283207.2 Date: 5/19/2022 Valid through: 12/31/2022

Prepared For:
Heather Teto
Clay County SD
900 Walnut St,
Green Cv Spgs, FL 32043
heather.teto@myoneclay.net

Your Representative:
Mary Arnold
386-449-9255
marnold@cainc.com

i-Ready & Toolbox Math 2022-2023 SY

i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math Site License 351-500 Students 1 Year	14943.0	8	\$11,100.00	\$9,990.00	\$79,920.00
i-Ready Assessment and Personalized Instruction Math Site License 501-800 Students 1 Year	14944.0	14	\$13,060.00	\$11,754.00	\$164,556.00
i-Ready Assessment and Personalized Instruction Math Site License 801-1200 Students 1 Year	14945.0	5	\$16,800.00	\$15,120.00	\$75,600.00
i-Ready Subtotal:					\$320,076.00

Toolbox

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Learning Teacher Toolbox Access Math Per Site 351-500 students 1 Year	28269.0	8	\$3,450.00	\$2,932.50	\$23,460.00
i-Ready Learning Teacher Toolbox Access Math Per Site 501-800 students 1 Year	28270.0	14	\$3,960.00	\$3,366.00	\$47,124.00
i-Ready Learning Teacher Toolbox Access Math Per Site 801-1200 students 1 Year	28271.0	5	\$4,910.00	\$4,173.50	\$20,867.50
Toolbox Subtotal:					\$91,451.50

Professional Development

Product Name	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	28024.0	27	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Add on Leadership Session	19984.0	2	\$0.00	\$0.00	\$0.00
Professional Development i-Ready Assessment and Personalized Instruction Advanced User Package - One Advanced User Session	19983.0	27	\$1,750.00	\$1,750.00	\$47,250.00
Professional Development Subtotal:					\$47,250.00

i-Ready Partners Services

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	27939.0	27	\$1,500.00	\$0.00	\$0.00
i-Ready Partners Services Subtotal:					\$0.00

Total		
	List Total:	\$564,480.00
	Savings:	\$105,702.50
	Merchandise Total:	\$458,777.50
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$0.00
	Estimated Shipping:	\$0.00
	Total:	\$458,777.50

Special Notes

10 i-Ready purchase discount & 15% blended Toolbox discounts applied.

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y28

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Curriculum Associates[®]

Information on Professional Development Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PD Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates[®]

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

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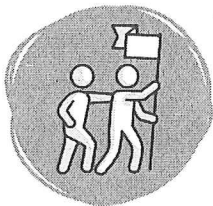
Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

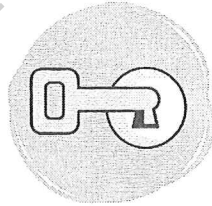
- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



Account
Management



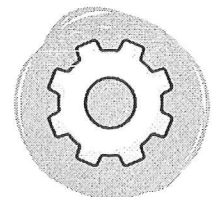
Professional
Development



Educational
Consultants



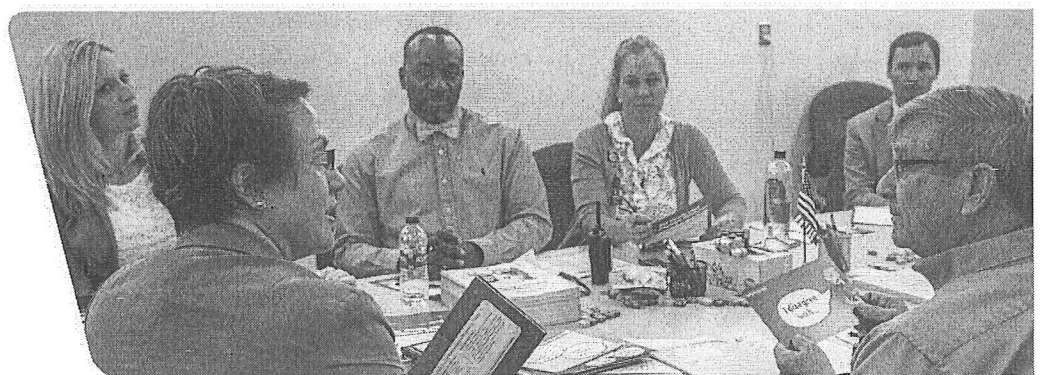
Achievement
Analytics



Technical
Support

Your *i-Ready* *Partners* Team

Dedicated to helping you
implement *i-Ready* programs
and achieve your district goals



Curriculum Associates®

Placing an Order

Email: orders@cainc.com | **Fax:** 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders. If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount	Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75	\$5,000.00 to \$99,999.99	8% of order
\$75.00 to \$999.99	12% of order	\$100,000 and more	6% of order
\$1,000 to \$4,999.99	10% of order		

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH or wire payments. CA's bank remittance information is:

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank – San Francisco, CA
- ABA Routing: 121000248
- SWIFT Code (International Only): WFBUS6S
- Tax ID: 26-3954988

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

i-Ready®

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support.

Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, and Ready Classroom® student and teacher sets. For more information about the return policy, please visit CurriculumAssociates.com/support/shipping-and-returns.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/1/2022

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 Eastern Insurance Group LLC 233 West Central St Natick MA 01760	CONTACT NAME: Marisa Coppola O'Malley PHONE (A/C, No, Ext): 800-333-7234 E-MAIL ADDRESS: MCoppolaOMalley@easterninsurance.com FAX (A/C, No):
INSURED Curriculum Associates LLC 153 Rangeway Road North Billerica MA 01862	INSURER(S) AFFORDING COVERAGE INSURER A: Hartford Fire Insurance Co INSURER B: Trumbull Insurance Company INSURER C: Hartford Casualty Ins Co INSURER D: Westchester Surplus Lines Insurance Co INSURER E: INSURER F:
	NAIC # 19682 27120 29424 10172

COVERAGES

CERTIFICATE NUMBER: 1359020943

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 <input checked="" type="checkbox"/> Abuse & Molestat <input checked="" type="checkbox"/> \$1M Occ/\$2M Agg GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y		08UUNBA6769	1/1/2022	1/1/2023	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 - COMP/OP AGG \$ 2,000,000 \$
B	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			08UENBA7382	1/1/2022	1/1/2023	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
C	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			08XHUBA6907	1/1/2022	1/1/2023	EACH OCCURRENCE \$ 15,000,000 AGGREGATE \$ 15,000,000 \$
A	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	08WBAE7J6L	1/1/2022	1/1/2023	<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
D	Professional Liability & Cyber Liability			F15306580003	1/1/2022	1/1/2023	Each Claim/Agg Prof/Cyber Deductible \$5,000,000 \$250,000/\$250,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

School Board of Clay County and Clay County District Schools are named as Additional Insured for General Liability Policy.

CERTIFICATE HOLDER**CANCELLATION**Clay County District Schools
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

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School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C7 - Approve First Renewal to Lease Agreement Between Clay County, Florida and the School Board of Clay County, Florida
Re: Lease of Neptune Park.

Description

On September 20, 2012, the School Board leased the premises known as Neptune Park to Clay County, through the County's Board of County Commissioners. Neptune Park is a large piece of land located behind Thunderbolt Elementary School in Clay County. The County, as lessee, sub-leased the Park to Fleming Island Athletic Association, Inc., a Florida non-profit corporation for the purpose of providing members of the Athletic Association teams and their rivals a site on which to engage in organized youth sports. The original lease was for a period of ten (10) years. A copy of the original Lease is attached to the agenda item. The attached agenda item will renew/extend the original lease for an additional ten (10) years and incorporates the original lease terms, in their entirety, by reference.

Gap Analysis

N/A

Previous Outcomes

Original lease was approved on September 20, 2022 for a period of ten (10) years.

Expected Outcomes

N/A

Strategic Plan Goal

N/A

Recommendation

Approve Lease Renewal Agreement as submitted.

Contact

John Sgromolo, Coordinator of District Athletics, john.sgromolo@myoneclay.net; J. Bruce Bickner, School Board Attorney

Financial Impact

None

Review Comments**Attachments**

📎 [Lease Agreement_Neptune Park_Clay County and CCSB.pdf](#)

CLAY COUNTY AGREEMENT/CONTRACT #11/12-167 RN1

**FIRST RENEWAL TO LEASE AGREEMENT BETWEEN CLAY COUNTY, FLORIDA
AND THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
[Re: Neptune Park]**

This First Renewal to the Lease Agreement ("First Renewal") is made and entered into this ____ day of _____, 2022, by and between Clay County, a political subdivision of the State of Florida (the "County"), and the School Board of Clay County, a body corporate and political subdivision of the State of Florida ("School Board").

RECITALS

WHEREAS, on September 20, 2012, the parties entered into a Lease Agreement, Clay County Agreement/Contract #11/12-167 ("Lease"), a copy of which is attached hereto and incorporated herein as **Attachment A**, wherein the School Board agreed to lease the Premises to the County as described in the Lease known as Neptune Park located at 2070 Thunderbolt Rd, Fleming Island, FL 32003; and

WHEREAS, the Lease provides for an initial ten (10) year term that ends on September 19, 2022 with the option for the parties to enter into an additional ten year term upon execution of a renewal agreement; and

WHEREAS, during the initial ten (10) year term the County worked with a contractor to make improvements to the Premises to include the construction of recreational facilities and athletic fields on the Premises; and

WHEREAS, the County currently subleases the Premises to Fleming Island Athletic Association, Inc., a Florida Non-Profit Corporation, for the purpose of the athletic association providing a location for members of its organization and teams to engage in organized youth sports, recreational activities, and events in Clay County; and

WHEREAS, the County desires the continued use of the Premises for organized youth sports, recreational activities, and events in Clay County which promote community interest; and

WHEREAS, the parties wish to enter into this First Renewal to renew the Lease for an additional ten (10) year term commencing September 20, 2022 and continuing through September 19, 2032.

NOW THEREFORE, in consideration of the foregoing Recitals, the mutual covenants and promises set forth herein, and for other good and valuable consideration, the receipt of which is hereby acknowledged and all objections to the sufficiency and adequacy of which are hereby waived, the parties agree as follows:

1. The above recitals are true and correct and are incorporated herein by reference.

2. The Lease is hereby renewed for an additional ten (10) year term commencing September 20, 2022 and continuing through September 19, 2032.

3. Except as expressly provided herein, all other terms and conditions of the Lease not affected by this First Renewal are incorporated herein and shall remain in full force and effect.

4. The parties agree to utilize electronic signatures and that the digital signatures of the parties set forth below are intended to authenticate this First Renewal and have the same force and effect as manual written signatures. Each person signing on behalf of the parties represents and warrants that he/she has full authority to execute this First Renewal on behalf of such party and that the First Renewal will constitute a legal and binding obligation of such party.

IN WITNESS WHEREOF, the parties hereto have executed this First Renewal as of the date and year first written above.

**Clay County, a political subdivision of the
State of Florida**

By: _____

Howard Wanamaker
County Manager on behalf of the
Board of County Commissioners

The School Board of Clay County, Florida

By: _____

Mary Bolla
Chairperson

ATTEST:

David Broskie
Superintendent of Schools

F:\Contract\Parks\Athletic Associations\First Renewal Lease with School Board - Neptune Park.doc

ATTACHMENT A LEASE AGREEMENT

DRAFT

LEASE AGREEMENT #11/12- 167

THIS LEASE made and entered into this 20th day of September, 2012, by and between The School Board of Clay County, Florida **hereinafter called School Board or the Lessor**, and Clay County, a Political Subdivision of the State of Florida, by and through its Board of County Commissioners, **hereinafter called the Lessee**.

WHEREAS, the School Board promotes school/community interaction and provides for the use of school property by outside agencies which comply with School Board Policy.

WHEREAS, in consideration of the covenants hereinafter contained in this Lease to be performed by the Lessee, the Lessor does hereby let, lease, and demise unto the Lessee, the following described property lying and being in Clay County, Florida, and hereinafter referred to as "the Premises" to-wit:

A part of Section 8, lying in Township 5 South, Range 26 East, Clay County, Florida, being more particularly described as follows: For a point of reference commence at the corner common to said sections 5 and 8 with section 6 and 7, said Township and Range; thence south 06 degrees 25 feet 27 inches west, along the line dividing said Section 7 from said Section 8, a distance of 2,029.71 feet; thence north 88 degrees 34 feet 03 inches east, a distance of 1,999.07 feet; thence continue north 88 degrees 34 feet 3 inches east, a distance of 139.42 to the easterly line of a 66 foot unrecorded Clay Electric easement; thence North 02 degrees 43 feet 18 inches east, along said easterly line of the Clay Electric easement, a distance of 1,018.40 feet to the point of beginning. From the point of beginning thus described continue north 02 degrees 43 feet 18 inches east along said easterly line of the Clay Electric easement, a distance of 824.93 feet; thence north 90 degrees 00 feet 00 inches east, a distance of 355.64 feet; thence south 0 degrees 38 feet 40 inches east, a distance of 824.05 feet; thence south 90 degrees 0 feet 0 inches west, a distance of 404.11 feet to the point of beginning.

WHEREAS, it is the intention of the Clay County Board of County Commissioners to partner with an athletic association, **hereinafter called Sublessee**, through a Sub-Lease Agreement, to make improvements to the above described premises consisting of practice fields, and other support infrastructure for use in tournaments, and other organized sports activities for the citizens of Clay County, and the School Board approves of this use.

NOW, THEREFORE IT IS AGREED:

1. **Lessor leases** the premises aforesaid unto the said Lessee for a term of ten (10) years, commencing on September 20, 2012 and ending on September 20, 2022. Said Lessee shall pay to the Lessor \$1.00 per year as rent for the said premises, the receipt of which is hereby acknowledge, and deemed sufficient consideration. Additionally, in addition to the aforementioned rent the Lessee shall be responsible for the payment of any utility bills, taxes, municipal, county or state fees or assessments of any kind or nature whatsoever as they accrue and become payable.
2. The Lessee is authorized by the terms of this lease to sublease the Premises to an athletic association (the Sublessee) which will clear the land, build three fields, construct a

parking lot, and install fencing to separate the leased premises from the Thunderbolt school site. All improvements to the land which is the subject of this lease must be pre-approved by the Lessor. The Lessor acknowledges and approves the intended use of the premises by the Lessee and the Sublessee for public and organized athletics and play. The Lessee's Sublessee shall control the use of and schedule the organized activities on said premises. The Lessee and the Sublessee shall permit the public use of the facilities on said premises at such times as organized activities are not previously scheduled by the Sublessee. School Board employees may, through timely notice to the Sublessee, schedule the use of said leased facilities at such times as organized activities of Clay County and/or the Sublessee of Clay County are not previously scheduled by the Sublessee. Any sublease shall provide that sublessee shall be bound by all of the terms of this lease and shall state that the sublease shall immediately terminate upon the termination of this lease.

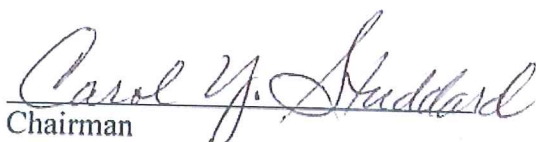
3. The term of this lease shall be for ten years. This Lease may be renewed for an additional ten year term on the same conditions upon execution of a renewal agreement by the parties hereto.
4. On expiration of this Lease, the property shall be surrendered to the Lessor in as good condition in all respects as it now is tendered, reasonable wear and tear excepted.
5. The said Lessee shall make no unlawful, improper, or offensive use of said premises: **Intoxicants, narcotics and tobacco products shall not be permitted on the leased Premises; no alcoholic beverages or liquor is to be brought on the leased premises, consumed, displayed or discarded thereon (Clay County Code, Chapter 3, Article I, Ordinance 79-15, as amended by Ordinance 91-54). Failure to report immediately alcohol use on said premises to the Clay County Sheriff's Department by the Lessee will be a violation of the Lease. Continued lack of enforcement of this section will serve as grounds for the immediate termination of this Lease by the Lessor. Any sublessee will also be required to sign a sublease containing this provision.**
6. Lessee shall require any Sublessee to be responsible for insuring that appropriate background investigations are conducted on all individuals, to include coaches, volunteers, directors, etc., that are in any way involved with the children participating in recreational activities on the Premises during the term of this Lease.
7.
 - (a) The Lessee shall at all times during the Lease Term have a leasehold estate in the Premises with full right to the use, enjoyment and possession of such leasehold estate therein.
 - (b) Possession and the use of the Premises, together with all improvements and fixtures thereon, shall, upon the last day of the Lease or earlier termination of this Lease, automatically revert to the Lessor free and clear of liens and encumbrances. Upon such termination of this Lease, the Lessee shall peaceably and quietly surrender the Premises to the Lessor, together with any associated improvements and fixtures located in or upon the Premises.

- (c) Any personal property of the Lessee or of any natural person, corporation, partnership, trust, or other legal entity (hereinafter referred to as "Person") which shall remain on the Premises after the expiration or earlier termination of the Lease and for thirty (30) days after the request by the Lessor for removal, shall at the option of the Lessor, be deemed to have been abandoned and may be retained by the Lessor and the same may be disposed of, without accountability, in such manner as the Lessor may see fit.
 - (d) All such improvements hereinafter made shall be and become the property of the Lessor at the end of the lease term unless written agreement between the parties provides otherwise.
- 8. Lessee agrees that its Sublessee shall bear the cost for labor, materials and other items in connection with any improvements hereinafter authorized; and the said Lessee shall not permit any lien to be placed upon the said premises by reason of such improvements, as necessitated by their use of the premises. The Lessee shall be responsible for the payment of all utility charges, janitorial services, water, sewer and garbage collection, as well as the proper disposal of any and all hazardous, or biohazardous waste generated on the Premises, in accord with all applicable laws therefor. The Lessee shall be responsible for the maintenance and repair for the Premises.
 - 9. Lessee shall keep the grounds in a sanitary condition as well as conforming to all laws affecting said premises.
 - 10. This Lease shall be binding upon the parties hereto, their successors and assigns.
 - 11. The School Board prohibits the use of school property by any outside agency or organization which uses the school name and/or mascot in connection with its activities.
 - 12. The Lessee agrees to accept the Premises in its presently existing condition, "as is". Lessor makes no warranties regarding the condition of the Premises or the suitability of the Premises for the construction of three sports fields and a parking lot thereon.
 - 13. (a) Each of the following events shall be deemed a material default by the Lessee hereunder and a breach of this Lease:
 - (i) If the Lessee fails to pay, when due, any sum which the Lessee is obligated to pay under the terms and provisions of this Lease, including any taxes or fees due under Section 11 herein and any insurance premiums or charges due under Section 14 and such sum remains unpaid for a period of ten days after receipt of written notice thereof to the Lessee from the Lessor; or,
 - (ii) If the Lessee uses the Premises or associated improvements and fixtures for any purpose not permitted by this Lease or in violation of the laws of Clay County, the State of Florida or the United States of America, and such use shall continue for a period of thirty days after the Lessor has given written notice to the Lessee to desist from such use; or,

- (iii) If the Lessee or Sublessee uses the Premises in violation of Section 4 of this Lease.
 - (iv) This list of events of default (i)--(iii) is not exclusive.
 - (b) In the event that any item of default set forth above is of such a nature that it cannot be remedied within the time limits therein set forth, then the Lessee shall have such additional time as is reasonably necessary to cure such default, provided the Lessee diligently commences the curing of such default within said time limits and proceeds to completely cure the same in a timely and diligent manner.
 - (c) This Lease is subject to cancellation by either party only for cause by virtue of the events of default described above which are left uncured after a reasonable time to cure is provided to the party at fault. The determination as to what constitutes a "reasonable time to cure" shall lie solely within the discretion of the School Board. Any party wishing to terminate this lease for cause shall deliver written notice of any default to the other party and provide a minimum of 30 days or a reasonable time under the circumstances to cure, whichever is more.
14. Upon the occurrence of any default by the Lessee as set forth in Section 12 which has not been cured (and is not in the process of being cured) under Section 12(b), but not otherwise, the Lessor may take or bring whatever action as may be allowable at law or in equity and as may appear necessary or desirable to enforce its rights hereunder, which shall include the right to declare this Lease terminated and initiate eviction proceedings. Said remedies are cumulative and the exercise of one shall not be deemed an abandonment of any other remedy.
15. The Lessee and/or any Sub-Lessee must furnish annually, certificates of insurance which specify the following insurance requirements: \$300,000.00 coverage for Commercial General Liability per occurrence, \$300,000.00 coverage for Automobile Liability per occurrence, and 100,000.00/\$100,000.00/\$500,000.00. Employers Liability and Statutory Workers Compensation. Commercial General Liability limits of \$500,000.00 to \$1,000,000.00 may be required for certain events. Certificates of Insurance must be original documents, must name the School Board of Clay County as an additional insured, must provide for a 30-day Notice of Cancellation, and must be sent directly from the insurance agent to the School Board representative.
16. Firearms, explosive devices, firecrackers and other such items may not be brought on the leased Premises without specific Lessor approval, except by persons allowed under Florida Statutes, sections 790.25(3)(a) and 790.52.
17. The Lessee and/or Sub-Lessee shall not permit any toxic materials or other similar substances to be used on the leased Premises and shall be responsible for the supervision of all participants involved in its sponsored activities and shall be responsible for the care of the grounds while in use.

18. Subject to and within the limitations of Section 768.28, Florida Statutes, Lessee agrees to defend, indemnify and save harmless the Lessor and all its employees, officers, agents, and servants against all suits and costs and damages, including reasonable attorney's fees, to which the Lessor or any of its employees, officers, agents, or servants may be put by reason of injury to the person or property of others resulting from the activities of the Lessee or any Sublessee on the Premises, either through the negligence of the Lessee or Sublessee or through any act or omission on the part of the Lessee or its Contractor, their agents, employees, servants, or subcontractors.
19. Lessee is responsible for insuring appropriate background investigations have been conducted on all individuals, to include Non-Clay County employees and volunteers that are in any way involved with the children participating in the activities at the facility during the term of this said Lease.
20. Any revisions to this Agreement must be made in writing and shall be signed by the Lessor and the Lessee. The terms of any extension of an agreement shall be incorporated in any extension document, in writing, and reflect changes in School Board policy as to rental fees, insurance limits, usage limits, and all other contract terms.
21. The parties acknowledge that Lessee intends, through the use of a Sublessee, to construct three sports fields and a parking lot on the Premises. Lessee agrees to defend, indemnify and save harmless the Lessor and all its employees, officers, agents, and servants against all suits and costs and damages, including reasonable attorney's fees, to which the Lessor or any of its employees, officers, agents, or servants may be put by reason of injury to the person or property of others resulting from the construction on the Premises, either through the negligence of the Lessee or its Contractor or through any defective machinery or through any act or omission on the part of the Lessee or its Contractor, their agents, employees, servants, or subcontractors.
22. This Agreement shall be effective when it is fully executed by both parties.

THE SCHOOL BOARD OF
CLAY COUNTY, FLORIDA


Chairman

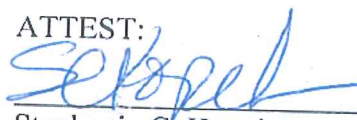
Date: 20 Sep 12

CLAY COUNTY, a political subdivision of
the State of Florida, by and through its
Board of County Commissioners


Chairman, Board of County Commissioners

Date: September 25, 2012

ATTEST:


Stephanie C. Kopelousos
County Manager

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C8 - Safe Crisis Management Training for Exceptional Student Education Employees 2022-2023

Description

The School Board of Clay County is required to provide a free and appropriate education to all exceptional student education (ESE) students. There are times that a student in a crisis situation must be physically managed for the protection of the student and others. In these crisis situations, where the student or others are in imminent danger, staff must have the requisite training to safely restrain and deescalate the student. Safe Crisis Management, by JKM Training, Inc. is the comprehensive, trauma-sensitive approach utilized in Clay County.

Gap Analysis

Currently, school personnel must at times physically intervene with students in crisis for the safety of the student and others. This sometimes requires physical restraint. The Safe Crisis Management training program has as its fundamental purpose the prevention and safe resolution of explosive behavior. Safe Crisis Management training provides staff with a capacity to prevent or safely respond to dangerous situations.

Training of personnel is required under state law. Typically, only school personnel serving students in the most restrictive settings are trained in this methodology. Safe Crisis Management is a comprehensive training program focused on preventing and managing crisis events and improving safety. Safe Crisis Management uses a trauma-sensitive approach with emphasis on building positive relationships. This training is required for some instructional personnel and paraprofessionals. The training provides a comprehensive continuum of prevention, de-escalation and safe emergency intervention strategies for responding to aggressive behavior. Safe Crisis Management promotes safety and reduces potential liability.

Previous Outcomes

Safe Crisis Management has been used in Clay County since 1983. Other methodologies have been reviewed and Safe Crisis Management continues to be the preferred option for crisis intervention. The attached chart shows the consistent downward trend of the restraints and seclusion incidents over the past several years under Safe Crisis Management. There is a continued focus on reducing incidents of restraint. Further reduction can be achieved with continued instruction of de-escalation strategies through the Safe Crisis Management Program.

Expected Outcomes

That the Clay County School Board approve using Safe Crisis Management as the approved methodology for the purpose of prevention and safe resolution of explosive behavior.

Strategic Plan Goal

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

Strategy 1.3: Engage stakeholders to strengthen and build a collaborative and constructive environment that encourages high expectations for all.

Recommendation

Continue training ESE staff using the Safe Crisis Management training program for 2022-2023

Contact

Melanie Sanders, Director ESE, 904-336-6866, Melanie.Sanders@myoneclay.net

Heather Teto, Chief of Elementary Education, 904-336-6906, Heather.Teto@myoneclay.net

Financial Impact

Safe Crisis Management staff recertify district trainers annually. These district trainers then train Clay County personnel. Training costs are approximately \$55,000 annually. Funding source: 420.6400.120.9005.4100 \$30,000 and 100.7731.150.9005.1901 \$25,000.

Review Comments

Attachments

📎 [SCM and Restraint Info.pdf](#)

DRAFT

Restraint Incidents								
13/14	14/15	15/16	16/17	17/18	18/19	219/20	20/21	21/22
172	258	146	179	118	53	48	44	53
21/22 Safe Crisis Management Final Numbers for Trained Staff								
Admin	Instructional Staff	Support Staff						
12	33	149						

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C9 - Mileage Paid to Parents and Group Homes

Description

The Individuals with Disabilities 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 and 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. Examples of such cases include no available bus, medical issues that 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.
Goal 2: Improve management of district-wide operations and facilities.

Recommendation

The School District of Clay County approve the reimbursement of mileage to parents or group homes when transporting by other means is either unsafe or unavailable.

Contact

Heather Teto, Chief of elementary Education, 904-336-6906, Heather.Teto@myoneclay.net
Melanie Sanders, Director, ESE, 904-336-6866, Melanie.Sanders@myoneclay.net

Financial Impact

The total cost of reimbursement is expected to be less than \$10,000 annually.

Review Comments

Attachments

📎 [Pareng mileage.pdf](#)

Mileage Paid to Parents and Group Homes	
School Year	Expenditure
14-15	\$4,310.00
15-16	\$6,396.00
16-17	\$8,453.88
17-18	\$11,027.00
18-19	\$2,849.55
19-20	\$2,359.97
20-21	\$324.53
21-22	\$896.12

DRAFT

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C10 - 2022-2023 Professional Development Advisory Council Membership

Description

The purpose of the Professional Development Advisory Council (PDAC) is to assist the Professional Development office in planning, coordinating and making recommendations to the Clay County School Board to implement professional development activities. PDAC meets a minimum of twice per year to collaborate on meaningful professional learning experiences throughout the district.

Gap Analysis

This council provides an opportunity for collaborative discussions in the area of professional learning by convening teachers, support employees, school leaders, and district leaders.

Previous Outcomes

PDAC has been meeting since 1995 upon the enactment of the The School Community Professional Development Act of 1995.

Expected Outcomes

The implementation of meaningful professional learning experiences for all CCDS employees as a result of the collaboration among the members of the council.

Strategic Plan Goal

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

Strategy 5.2: Provide ongoing training and support for teachers, support staff, and leaders.

Recommendation

That the School Board approve the 2022-2023 Professional Development Advisory Council Membership.

Contact

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

Financial Impact

\$0

Review Comments

Attachments

🔗 [PDAC Committee Board Approval.pdf](#)



Professional Development Advisory Council

2022-2023 Membership

Committee Position

Elementary Teacher 1
 Elementary Teacher 2
 Elementary Teacher 3
 Elementary Teacher 4
 Junior High Teacher 1
 Junior High Teacher 2
 High School Teacher 1
 High School Teacher 2
 High School Teacher 3
 Applied Technology Teacher
 ESE Teacher
 Elementary Administrator
 Junior High Administrator
 High School Administrator
 Health and Social Services Personnel
 District Level Administrator
 Citizen representative

Member

Kim Dziwulski
 Kellie Legge
 Judy Lewis
 Heather Weaver
 Brad Zaner
 Michelle Donaldson
 Dylan Fagan
 Michelle Forbis
 Chuck Walsh
 Lia Ray
 Tori Tompkins
 Tiffany Outman
 Justin Faulkner
 Jen Halter
 Kristi Gomez
 Treasure Pickett
 Marcie Smith

Ex Officio Members

Vicki Kidwell
 Jennifer Shepard
 Lonnie Roberts

Non-Voting Members

Besty Reagor
 Kevin Leary
 Melanie Sanders
 Heather Teto
 Roger Dailey
 Sabrina Thomas
 Lonnie Roberts
 Laura Fogarty

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C11 - Resident Clinical Faculty Memorandum of Understanding between Clay County District Schools and the University of North Florida

Description

As part of a collaborative effort to simultaneously improve PreK-12 education and teacher preparation, The University of North Florida and the School Board of Clay County, Florida agree cooperatively to provide two Resident Clinical Faculty to the Professional Development Schools Network during the 2022-2023 academic year. The program provides the District with an opportunity to implement effective collaborative organizational structures and ways of teaching and learning which will enhance student learning and link professional development with Pre K-12 student learning.

At the same time, this program provides an opportunity for the University of North Florida College of Education and Human Services to enhance the internship and field experience component of its teacher preparation program by forging stronger linkages with the District and by providing opportunities for teams of university students to work with teachers who are implementing effective and innovative teaching strategies.

Based on the 9 Essentials for Professional Development Schools as outlined by the National Association for Professional Development Schools, Resident Clinical Faculty typically mentor approximately 100 interns/pre-interns from the University of North Florida who are seeking certification in teaching at three PDS schools: Grove Park Elementary, Orange Park Junior High and Orange Park High Schools.

Gap Analysis

Without the Memorandum of Understanding with the University of North Florida for the PDS model, pre-service interns/pre-interns would not receive the level of coaching, support and mentorship that accompanies the PDS model.

Previous Outcomes

Clay County District Schools and the University of North Florida have partnered in providing support to pre-service teachers for many years (the program formerly known as SPRINT). Since 2017, the institutions have partnered to provide more intensive support for pre-service teachers through the PDS Model.

Expected Outcomes

As a result of the PDS partnership with the University of North Florida, future teachers of Clay County students will gain more on-the-job learning and be better prepared for the rigors of the classroom.

Strategic Plan Goal

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

Strategy 5.1: Recruit, screen, hire, and retain top candidates that reflect the diversity of each school, our district, and community.

Recommendation

That the Clay County School Board approve the Resident Clinical Faculty Memorandum of Understanding between Clay County District Schools and the University of North Florida.

Contact

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

Financial Impact

\$ 65,400.90- 50% of the total salary and benefits funded by general funds

Review Comments

Attachments

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C12 - Affiliation Agreement between Clay County District Schools and St. Leo University.

Description

This agreement is between Clay County District Schools and St. Leo University for SLU students to participate in internships, practicums, and observations under the direction of a certified educator 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

Clay County District Schools currently has agreements with 26 Colleges/Universities, and the current agreement with St. Leo University is expiring. This agreement is a renewal of the previous contract.

Expected Outcomes

Placement of interns provides teacher candidates with real-world experiences that better prepares them for the rigors of classroom teaching. St. Leo University requests the placement of multiple teacher candidates, including those in the Para-to-Pro Program designed for paraprofessionals employed by CCDS to earn a teaching degree.

Strategic Plan Goal

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

Strategy 5.1: Recruit, screen, hire, and retain top candidates that reflect the diversity of each school, our district, and community.

Recommendation

That the Clay County School Board approve the agreement between Clay County District Schools and St. Leo University.

Contact

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

Financial Impact

\$0

Review Comments

Attachments

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C13 - Affiliation Agreement between Clay County District Schools and Flagler College.

Description

This agreement is between Clay County District Schools and Flagler College for FC students to participate in internships, practicums, and observations under the direction of a certified educator 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

Clay County District Schools currently has agreements with 26 Colleges/Universities, and this will be a new agreement with FC.

Expected Outcomes

Placement of interns provides teacher candidates with real-world experiences that better prepares them for the rigors of classroom teaching. FC is currently requesting the placement of 1 student, and this agreement will allow for future interns to be placed over the duration of the contract period.

Strategic Plan Goal

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

Strategy 5.1: Recruit, screen, hire, and retain top candidates that reflect the diversity of each school, our district, and community.

Recommendation

That the Clay County School Board approve the agreement between Clay County District Schools and Flagler College.

Contact

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

Financial Impact

\$0

Review Comments

Attachments

📎 [220168 Flagler College.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # **220168**
Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

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

☐ Must Have Board Approval over \$100,00.00

Date Submitted: 06/20/2022

Name of Contract Initiator: Jennifer Shepard

Telephone #: 9043366951

School/Dept Submitting Contract: Professional Learning

Cost Center # 9009

Vendor Name: **Flagler College**

Contract Title: Flagler College Affiliation Agreement

Contract Type: New ☐ **Renewal** ☒ Amendment ☐ Extension ☐ Previous Year Contract # From 2008 - Attached

Contract Term: **3 Year**

Renewal Option(s):

Contract Cost: \$0

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line # _____

Funding Source: Budget Line # _____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

☒ Completed Contract Review Form

☒ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

☐ 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].

☐ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

☐ COVID-19 Waiver (If Applicable)

☐ Release and Hold Harmless (If Applicable)

RECEIVED
JUN 20 2022
PURCHASING

RECEIVED
6/23/2022
SBAO

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department BTS	No Cost
Review Date 6/21/22	
School Board Attorney JB	
Review Date 7/6/22	
Other Dept. as Necessary	
Review Date	
PENDING STATUS: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	<input checked="" type="checkbox"/> APPROVED DATE: 7-11-22

AFFILIATION AGREEMENT

THIS AFFILIATION AGREEMENT ("Agreement") is entered by and between the School Board of Clay County, Florida, a Florida political subdivision ("the School District"), and the Board of Trustees of Flagler College, as an affiliating agency ("Agency"), collectively the "parties".

WITNESSETH:

WHEREAS, the Agency is either a college in Florida whose offers educational opportunities including clinical education activities; and

WHEREAS, the School District supports cooperative ventures with institutions, educational organizations and municipal corporations for the purpose of providing educational programs for students; and

WHEREAS, the School District and the Agency desire to enter an agreement for joint activities and cooperation regarding clinical learning experiences to improve the educational opportunities available to students; and

WHEREAS, the entry of this Affiliation Agreement is in the best interest of both parties.

NOW THEREFORE, it is agreed between the School District and the Agency as follows:

1. Recitals. The foregoing recitals are correct and are incorporated herein.
2. Term. This Agreement will be effective upon the date of execution by the parties and will remain in effect until July 1, 2025.
3. Affiliation Agreement. The School District and the Agency agree to cooperate for the purpose of establishing an internship, observation or clinical program for the purpose of preparing educators (hereinafter the "program"). The School District and the Agency agree as follows terms regarding the program and this Agreement:

A. The School District's Responsibilities.

- 1) The School District agrees to accept those Agency's students, who are designated by the Agency, for participation in the program. As stated in section 3(B) below, the Agency shall remain at all times during the term of this Agreement responsible for the content and quality of education of the students of the Agency.
- 2) The School District agrees to provide facilities and applicable personnel for the benefit of the program. The School District agrees that Agency's students in the program will be placed in School District's schools that have a diverse population of students and that are high-performing or improving schools. For purpose of this Agreement, high-performing are those schools with a grade of A or B. For purpose of this Agreement, improving schools are those that have an improved school letter grade from the previous school year. In keeping with Florida Department of Education requirements and legislative mandates, the School District's personnel who serve as cooperating/supervising educators will have the following:
 - a. Clinical Educator Training;
 - b. A valid Florida professional certificate with the same certification intern is seeking;
 - c. At least 3 years of teaching experience in K-12;

- d. Effective or highly effective rating on the prior year's performance evaluation (or be peer evaluator)
 - e. FL Reading Endorsement for Elementary Education internship placements
- 3) The School District and its applicable personnel will provide reasonable assistance to the Agency in the performance of the program. The School District may designate a liaison to assist the Agency with the implementation of the program.
 - 4) The Superintendent is provided the authority to submit written or oral request to the Agency to remove any student(s) of the Agency from the program who does not adhere to the policies and procedures of the School District or who otherwise, in the opinion of the Superintendent (1) has conduct not acceptable to the standards of performance and ethics as either set or adopted by School District in its policies or those contained in Florida law; or (2) done an act or threaten to do an act which would have or has caused disruption or causes concern for the health, safety and welfare of School District's staff, School District's students, other Agency's students or any member of the community. In such instance, the Superintendent and/or his/her designee may immediately remove a student of the Agency from a School District's premises and may do so without first obtaining approval of the Agency. The Agency agrees to remove an Agency's student(s) from the program upon request of the Superintendent and/or his/her designee.

B. Agency's Responsibilities.

- 1) The Agency will be responsible for placement of the Agency's students in the program and the specific clinical experiences within the program. All placements will be made through the School District's placement coordinator. However, under no circumstances will the Agency's students be permitted to contact the Superintendent or administration of the School District to request preferred placement.
- 2) The Agency will be responsible for the implementation, staffing and operation of the clinical and instructional part of the program. The School District is under no obligation to meet prerequisites and course requirements that may be set by the Agency. The Agency will continue to be responsible for the overall educational experience and grades of the Agency's students.
- 3) During times of elevated communicable disease community spread, including a pandemic or epidemic, any and all students, faculty and employees of the Agency will comply with policies and requirements of the School District while on the School District's premises.
- 4) The Agency will instruct its students, faculty and employees to keep confidential and protected information in confidence and not use confidential or protected information for any other purpose than as part of the program described herein. The Agency acknowledges the School District has a policy regarding use of cameras and recording devices on school premises, this includes, but is not limited to, restrictions on the video and photograph of instructional activities that occur while on a school premises. The Agency acknowledges that some parents have not consented to video or photography of their School District student. The Agency's students in the program may video themselves in a School District's classroom so long as there is prior consent of the School District's instructional staff and prior

student consent. Such videoing may be done on no more than six (6) occasions during a school semester and the video shall only be used for evaluation by the Agency of the Agency's student performance. All videos will be housed temporarily by the Agency on a password protected server and will be kept confidential. The Superintendent or law enforcement may request to view any video taken by the Agency or an Agency student, if he/she has a legitimate educational interest to view the video.

- 5) The Agency voluntarily or upon the written request of the Superintendent or his/her designee, will at the Agency's sole expense complete background investigation and screenings on each of its students, employees and agency who have direct contact with students of the Clay County School District as part of the program. The Agency acknowledges that the requirements of the Jessica Lunsford Act, Section 1012.465, Florida Statutes and School District policies may be applicable. The Agency agrees to cooperate with the School District to obtain compliance with such requirements. The Agency will remove any student of the Agency from the program if such Agency student (1) has a disqualifying offense, or (2) does not meet the background screening requirements, or (3) refuses to a background screening.
- 6) No student will be discriminated against on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, or any other basis protected by law in any aspect of this program.

4. Severability. If any provision of this Agreement is deemed invalid, illegal, or unenforceable in any jurisdiction, (i) such provision will be deemed amended to conform to applicable laws of such jurisdiction so as to be valid and enforceable, or if it cannot be so amended without materially altering the intention of the parties, it will be stricken, (ii) the validity, legality and enforceability of such provision will not in any way be affected or impaired thereby in any other jurisdiction, and (iii) the remainder of this Agreement will remain in full force and effect.

5. Termination. Either party reserves the right to terminate this Agreement upon thirty (30) calendar days advance written notice to the other party; but if any service, project or task hereunder is in progress but not completed on the date of termination, then this Agreement may be extended upon written approval of the School District until said service, project or task is completed and accepted. If at the time of notice of termination, that there are students currently enrolled in the program, such students will be given the reasonable opportunity to complete their clinical program, such completion not to exceed twelve (12) months.

6. Governing Law and Venue. This Agreement is made under, and in all respects shall be interpreted, construed, and governed by and in accordance with, the laws of the State of Florida. Venue for any legal action resulting from this Agreement shall lie in a court of competent jurisdiction in and for Alachua County, Florida. In the event of any legal action each party agrees to pay its own attorneys' fees and costs. The School District and the Agency agree to comply with all federal, state and local laws.

7. Insurance and Liability. The parties agree that each shall have responsibility for their own individual actions. The School District will not be responsible for loss or damage to Agency student's or Agency's faculty's personal property while on property owned or leased by the School District. To the extent permitted under Florida law, the Agency and the School District will indemnify and hold harmless each other and its employees, officers and board members. This

indemnification provision is not applicable if this Agreement is executed between the School District and a state agency or a subdivision, as defined in Section 768.28, Florida Statutes or any other Florida Statute applicable to sovereign immunity. During the term of this Agreement, the Agency will maintain in full force and effect general liability insurance in minimum amount of \$1,000,000.00 per occurrence and \$2,000,000.00 aggregate and will provide a copy of such coverage to the School District within five (5) business days of execution of this Agreement.

8. Independent Contractor. The parties agree that neither party to this Agreement is intended to be a contractor for each other. No faculty and students of the Agency shall be considered or represents themselves as agents, officers, or employees of the School District. At the same time, no employee or administrator of the School District shall be considered or represent themselves as an agent of the Agency.

9. Conflict of Interest. Both parties agree that they will not engage in any action that would create a conflict of interest in the performance of its obligations pursuant to this Agreement, or which would violate or cause others to violate the provisions of Part III, Chapter 112, Florida Statutes, relating to ethics in government.

10. Public Records.

A. Both parties acknowledge that they are required to comply with all privacy laws applicable, including but not limited to the Family Educational Rights and Privacy Act ("FERPA"). The Agency recognizes and acknowledges that by virtue of entering into this Agreement and by being considered an affiliate of the School District to provide services, the Agency, its employees, officers and agents may have access to certain confidential information and processes, including confidential student information, personal health information, financial records, and access to the School District's networks (hereinafter "Confidential Information"). The Agency agrees that neither it nor any employee, officer or agent of the Agency will at any time, either during or subsequent to the term of this Agreement disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by the School District in writing, any Confidential Information.

B. In that event the Agency is considered a contractor under Section 119.0701, Florida Statutes, the Agency shall comply with the Florida Public Records' laws, and shall:

1. Keep and maintain public records required by the School District to perform the services identified in this Agreement.
2. Upon request from the School District's custodian of public records, provide the School District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided for by law.
3. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of this Agreement and following completion of this Agreement if the Agency does not transfer the records to the School District.
4. Upon completion of this Agreement, transfer, at no cost, to the School District all public records in possession of the Agency or keep and maintain public records required by the School District to perform the service. If Agency transfers all public records to the School District upon completion of this Agreement, the Agency shall destroy any duplicate public records that are exempt, or confidential and exempt, from public records disclosure

requirements. If the Agency keeps and maintains public records upon completion of this Agreement, the Agency shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School District, upon request from the School District's custodian of public records, in a format that is compatible with the information technology systems of the School District.

IF THE AGENCY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE AGENCY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT THE SCHOOL DISTRICT'S STAFF ATTORNEY, OR VIA EMAIL AT PRR@MYONECLAY.NET.

Failure to comply with this subsection will be deemed a breach of this Agreement and enforceable as set forth in Section 119.0701, Florida Statutes.

11. Notice. Wherever provision is made in this Agreement for the giving, service or delivery of any notice, statement or other instrument, such notice shall be in writing and shall be deemed to have been duly given, served and delivered, if delivered by hand or mailed by United States registered or certified mail, addressed as follows:

If to the School District:
School Board of Clay County
900 Walnut Street
Green Cove Springs, FL 32043

cc:

If to Affiliating Agency:

Each party hereto may change its mailing address by giving to the other party hereto, by hand delivery, United States registered or certified mail notice of election to change such address.

12. Assignment. This Agreement shall not be assigned except with the written consent of the parties. No such consent shall be construed as making the School District as a party to the assignment or subject the School District to liability of any kind to any assignee. This Agreement shall be binding upon and shall inure to the benefit of each of the parties and of their respective successors and permitted assigns.

13. Entire Agreement. This Agreement is intended by the parties hereto to be the final expression of their Agreement, and it constitutes the full and entire understanding between the parties with respect to the subject hereof, notwithstanding any representations, statements, or agreements to the contrary heretofore made. This Agreement may not be amended, modified,

released, discharged, rescinded or abandoned, except by a written instrument duly executed by each of the parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized agents as of the day and year below written.

CLAY COUNTY DISTRICT SCHOOLS

By: _____
Mary Bolla, Board Chair

Date: _____

Reviewed as to form and legality:

J Bruce Bickner, School Board Attorney

FLAGLER COLLEGE

By: _____

Printed Name: _____

Title: _____

Date: _____



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/17/2022

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 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 ThompsonBaker Agency, Inc. 61 Cordova Street St. Augustine FL 32084	CONTACT NAME: Certificate Department	
	PHONE (A/C, No, Ext): 904-824-1631 FAX (A/C, No): 904-824-1675	
INSURED Flagler College, Inc. Dave Carson P.O. Box 1027 St. Augustine FL 32085	E-MAIL ADDRESS: certificates@thompsonbaker.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A: United Educators	
	INSURER B: Liberty Mutual Insurance Co.	24066
	INSURER C:	
	INSURER D:	
INSURER E:		
INSURER F:		

COVERAGES**CERTIFICATE NUMBER:** 1492686274**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 GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:	Y		P10-31Y	7/1/2021	7/1/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 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 \$
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS			AS7-Z51-292664-020	7/1/2021	7/1/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 1,000,000			P10-31Y	7/1/2021	7/1/2022	EACH OCCURRENCE \$ 20,000,000 AGGREGATE \$ 20,000,000 \$
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 <input type="checkbox"/>	N/A	WC2-Z51-292664-010	7/1/2021	7/1/2022	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE - EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Certificate Holder is listed as Additional Insured on the General Liability policy as required by written contract.

CERTIFICATE HOLDER**CANCELLATION**

The School Board of Clay County
800 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

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School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C14 - Proposed Allocation Changes for 2022-23

Description

Staff allocation documents clarify how each school, district, department, and division is staffed for the 2022-2023 school year. The School Board is required to take action on all staff allocation changes.

Gap Analysis

These allocations are required to ensure the adequate staffing of the district and schools.

Previous Outcomes

The district and schools are adequately staffed.

Expected Outcomes

Staffing will be sufficient to meet the needs of the various schools and district departments.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve the staff allocation plan as submitted.

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904) 336-6722, susan.legutko@myoneclay.net

Financial Impact

Reflected in attachment

Review Comments

Attachments

② [22 23 Allocation Summary - August 4, 2022.pdf](#)

PROPOSED CHANGES TO STAFF ALLOCATIONS
2022-2023 SUMMARY
Board Meeting, August 4, 2022

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			2022-2023 ACTIONS				
			General Funds				
ACE-9008	1.0		Administrative Support Assistant	Program Needs	\$29,075	\$9,383	\$38,458
WEC-0241	0.9		ESE Assistant, BH	Program Needs	\$18,852	\$6,084	\$24,936
				TOTAL:	\$47,927	\$15,466	\$63,393
			Workforce (1443)				
ACE-9008		0.2	Transition Specialist	Program Needs	(\$9,173)	(\$2,960)	(\$12,133)
ACE-9008	0.2		Coordinator of Workforce Development (Coord. III)	Program Needs	\$11,340	\$3,659	\$14,999
				TOTAL:	(\$9,173)	(\$2,960)	(\$12,133)
			Adult Education (4380)				
ACE-9008		1.0	Testing and Administrative Assistant, 12 month	Program Needs	(\$30,674)	(\$9,898)	(\$40,572)
ACE-9008	1.0		ACE Testing and Administrative Assistant, 12 month	Program Needs	\$30,674	\$9,898	\$40,572
ACE-9008		0.8	Transition Specialist	Program Needs	(\$36,691)	(\$11,840)	(\$48,531)
ACE-9008	0.8		Coordinator of Workforce Development	Program Needs	\$45,360	\$14,638	\$59,998
				TOTAL:	\$8,669	\$2,797	\$11,466
			Federal Funds (IDEA - 420/4100.3)				
WEC-0241	1.0		Teacher, Pre-K-ASD	Program Needs	\$47,500	\$15,328	\$62,828
				TOTAL:	\$47,500	\$15,328	\$62,828
			Food and Nutrition Services (410/7600)				
OVE-0621		1.0	Cafeteria Van Driver (5.0 hours)	Program Needs	(\$12,432)	(\$4,012)	(\$16,444)
OVE-0621	1.0		Cafeteria Assistant (5.0 hours)	Program Needs	\$11,544	\$3,725	\$15,269
				TOTAL:	(\$888)	(\$287)	(\$1,175)

DRAFT

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C15 - Deletion of Certain Items Report - July, 2022

Description

The items listed have been surveyed by the Coordinator of Property Control, at the request of the Cost Center Property Manager, and the recommended disposition is noted. These items are either obsolete, unusable or beyond economical repair. These items should be removed from active inventory and disposed of in the manner indicated. Deletions are for property items received in the month of June, 2022.

Gap Analysis

N/A

Previous Outcomes

Property Records followed State mandate on trackable assets, Chapter 274.05.

Expected Outcomes

Tangible Personal Property shall be controlled and supervised from acquisition through transfer or disposal. Disposal of property shall be in accordance with Section 274.05, Florida Statutes. All deletions of items with a value of \$1,000.00 or more will be approved by The School Board of Clay County prior to disposition - School Board Policy Section 5.03C.

Strategic Plan Goal

Goal 2: Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Approve Deletion of Certain Items Report - July, 2022 as submitted.

Contact

Dr. Susan Legutko,
Assistant Superintendent for Business Affairs
(904)-336-6721
susan.legutko@myoneclay.net

Financial Impact

Provides additional storage space and eliminates the need to account for unusable property. Reduces the dollar value of Tangible Personal Property.

Review Comments

Attachments

📎 [Deletion Report July 2022.pdf](#)

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 07/31/2022

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>	<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>	
LCTN 0111 BANNERMAN LEARNING CENTER							
Junk/Parts	12000605	COPIER: DIGITAL - RICOH MP5002	Furniture,Fixtures & Equipment	04/12/2012	07/05/2022	6,131.00	6,131.00
						6,131.00	6,131.00
LCTN 0361 ORANGE PARK JR HIGH							
Junk/Parts	00089288	MODULE: DESK W/LEFT RETURN/HUT	Furniture,Fixtures & Equipment	04/12/2007	07/05/2022	1,695.00	1,695.00
						1,695.00	1,695.00
LCTN 0391 MIDDLEBURG HIGH							
Junk/Parts	00057574	TUNER:PETERSON PN7050	Furniture,Fixtures & Equipment	08/30/1994	07/05/2022	2,865.91	2,865.91
Junk/Parts	00074118	BOARD:CONFIGURED SUPINE W/ACCE	Furniture,Fixtures & Equipment	03/23/2000	07/05/2022	1,525.00	1,525.00
Surplus Sale	00094417	SYSTEM: SOUND - GEMSOUND	Furniture,Fixtures & Equipment	09/27/2007	07/05/2022	1,731.68	1,731.68
						6,122.59	6,122.59
LCTN 0481 LAKE ASBURY JUNIOR HIGH SCHOOL							
Junk/Parts	14000307	COPIER: DIGITAL W/CAB - RICOH	Furniture,Fixtures & Equipment	01/16/2014	07/05/2022	3,550.00	2,747.02
						3,550.00	2,747.02
LCTN 0571 SWIMMING PEN CREEK ELEMENTARY							
Surplus Sale	00092216	LAMINATOR: HEATSEAL - GBC	Furniture,Fixtures & Equipment	09/13/2007	07/05/2022	1,820.00	1,820.00
						1,820.00	1,820.00

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 07/31/2022

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>	<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>
Total Furniture		Total Vehicles	Total Audio Visual	Total Software	Totals for Deletion Report	
19,318.59		0.00	0.00	0.00	19,318.59	18,515.61

Note:

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 4, 2022 - Regular School Board Meeting

Title

C16 - Contract Renewal - County-Wide Professional Mechanical/Electrical Engineering Services Architect/Engineer Agreement

Description

Renew Contract as required per FS 287, DOE 6A-1.012 and School Board Policy

County-Wide Mechanical/Electrical Engineering Services Architect/Engineer Agreement: Contract Period is October 1, 2022 through October 1, 2023. The contract period is for 1 year and is the second and final renewal option.

Gap Analysis

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

Previous Outcomes

Original Contract was Board approved and has been used successfully during the past term to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board; we expect the contractors and vendors to continue providing quality services and products at the same terms and conditions as when the original Bid were awarded.

Strategic Plan Goal

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Extend renewal as follows:

County-Wide Mechanical/Electrical Engineering Services Architect/Engineer Agreement:

Listed in alphabetical order:

- Graef, 2300 Maitland Center Parkway Suite 210, Maitland, Florida 32751
- H2 Engineering, 2246 NW 40th Terrace Suite B, Gainesville, Florida 32605
- Haddad Engineering, Inc., 3030 Hartley Rd Suite 290, Jacksonville, Florida 32257
- Mitchell Gullledge Engineering, Inc., 210 SW 4th Ave, Gainesville, Florida 32601
- TLC Engineering Solutions, 1301 Riverplace Blvd, Jacksonville, Florida 32207

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

All funding necessary for the Mechanical/Electrical fees resulting from this contract are budgeted within the Educational Facilities Plan. Fiscal impact will be based on the budget of the individual projects.

Review Comments

Attachments

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C17 - BID to be Awarded

Description

Award BID as required per FS 287, DOE 6A-1.012 and School Board Policy

- a. Digital Surveillance Systems Bid #22-F-238. Contract Period is for a one (1) year period from August 15, 2022 through August 31, 2023 with the option to renew for three (3) additional one (1) year contract periods upon mutual agreement, in writing. Bid established for the purchase of qualified labor, equipment and material to install and repair a full range of Digital Surveillance System needs, which include but are not limited to, Cameras (PTX/PTZ/etc.), Analog/IP (open standards, Avigilon compatible, minimum dual stream), Digital Video Recorders (DVRs), Network Video Recorders (NVRs), Keyboard/Controller, 19"– 32" LCD Monitors, Lenses, Cable/Coax, Connectors, Twisted Pair Transmitters/Receivers, Housing/Domes/Mounts, Surge Protection, Power Supplies, Uninterruptible Power Supply, and Software. The vendors awarded are the two (2) responsive and responsible bidders meeting specifications.
- b. Chiller Services – County Wide Bid #22-MA-323. Contract Period is for a one (1) year period from September 1, 2022 through August 31, 2023 with the option to renew for three (3) additional one (1) year contract periods upon mutual agreement, in writing. Bid established for the purchase of qualified labor, equipment and material to perform three (3) quarterly and one (1) comprehensive annual preventive maintenance service inspections and the repair and replacement as needed for Trane, York, and McQuay chillers. The vendors awarded are the two (2) lowest, responsive and responsible qualified bidders meeting specifications.

Gap Analysis

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

Previous Outcomes

Prior Board approved Bids will/have expired, but were used successfully during the past terms to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board, we expect the vendor(s) to provide quality services and products at the terms and conditions listed in the Bid.

Strategic Plan Goal

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Award BID as follows:

- a. Digital Surveillance Systems Bid #22-F-238:
- Security and Fire Electronics, Inc., 2590 Dobbs Rd., St. Augustine, FL 32086
 - A3 Communications, Inc., 6316 Greenland Road, Jacksonville, FL 32258
- b. Chiller Services – County Wide Bid #22-MA-323:
- Group A: Air Mechanical & Service Corp., 4311 W Ida Street, Tampa, FL 33614
 - Group B: Brooks Building Solutions, 4501 Beverly Avenue, Jacksonville, FL 32210
 - Group C: Brooks Building Solutions, 4501 Beverly Avenue, Jacksonville, FL 32210

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

a. Digital Surveillance Systems Bid #22-F-238: The total estimated expenditure for the one (1) year contract is \$2.5 million from Capital Revenue.

b. Chiller Services – County Wide Bid #22-MA-323: The total estimated expenditure for the one (1) year contract is \$175,000 from General Revenue.

Review Comments**Attachments**

DRAFT

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C18 - Interlocal Agreement between Clay County, Florida and the School Board of Clay County, Florida for the Use of Clay County's Radio System

Description

This interlocal agreement will allow Clay County School District's Transportation Department use of Clay County's radio system. Implementation of the school district's upgraded radio system will allow significant expansion to Clay County School District's Transportation Department radio system coverage and improve radio communication quality throughout the county with the ability to configure multiple voice channels all while increasing overall transportation efficiency.

The School Board's use of the Radio System is related to its school bus transportation program and also communications involving transportation during emergency type events such as countywide evacuations.

The County grants permission for the School Board to operate up to 256 mobile and/or portable radios and 2 consoles on the Radio System with up to 5 talk groups/channels. This permission may be modified and/or amended throughout the term(s) of this Agreement upon mutual written agreement of the County and the School Board.

Gap Analysis

The ability to have a reliable and efficient communication system is of utmost importance when it comes to the safety of our students, staff, and stakeholders.

Previous Outcomes

Other districts currently operate under this same model.

Expected Outcomes

It is expected the School Board will approve the Interlocal Agreement.

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 Interlocal Agreement with the Board of County Commissioners for Transportation Radios with Motorola Solutions.

Contact

Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

Financial Impact

If approved, there will be an Annual User Fee of \$XX,XXXX.

Review Comments

Attachments

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C19 - Change Order #1 for Orange Park High School Front Entrance Security Enhancement

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 additional plumbing, water, electrical, and concrete work due to unforeseen site conditions following demolition.

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

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Michael Kemp, Director of Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$173,192.86. Architect fees will increase by \$15,275.61 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

📎 [OPH FRONT OFFICE CO 1.pdf](#)



AIA® Document G701™ – 2017

Change Order

PROJECT: (Name and address)
Front Entrance Security Enhancements
Orange Park High School
2300 Kingsley Avenue
Orange Park, FL 32073

CONTRACT INFORMATION:
Contract For: OPHS Front Entrance
Security Enhancements
Date: 5/5/2022

CHANGE ORDER INFORMATION:
Change Order Number: 1
Date: 08/04/2022

OWNER: (Name and address)
School Board of Clay County
900 Walnut Street
Green Cove Springs, FL 32043

ARCHITECT: (Name and address)
Carl Burdick
10175 Fortune Parkway #701
Jacksonville, FL 32256

CONTRACTOR: (Name and address)
Thomas May Construction Company
310 College Drive
Orange Park, FL 32065

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

COP 001 - UNFINISHED/CLEAR COAT IN FIELD WOOD DOORS IN LIEU OF PREFINISHED

Proposal Total: \$2,664.04

No additional days

COP 004 - PROVIDE PAPER TOWEL DISPENSER IN LIEU OF AUTOMATIC HAND DRYERS

Proposed Total: \$-1,750.75

No additional days

COP 005 - CHANGES AS PER ASI #3, ASI #4, ASI #5/RFI'S #004, #005, #006, #007, #011, #013, #014, #015

Proposed Total: \$172,279.57

30 additional days

The original Contract Sum was

The net change by previously authorized Change Orders

The Contract Sum prior to this Change Order was

The Contract Sum will be increased by this Change Order in the amount of

The new Contract Sum including this Change Order will be

\$	999,619.00
\$	0
\$	999,619.00
\$	173,192.86
\$	1,172,811.86

The Contract Time will be increased by Thirty (30) days.

The new date of Substantial Completion will be October 4, 2022

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

kasper architects + associates

ARCHITECT (Firm name)



SIGNATURE

Carl Burdick

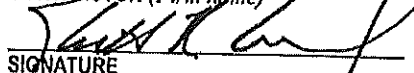
PRINTED NAME AND TITLE

7/13/22

DATE

Thomas May Construction Company

CONTRACTOR (Firm name)



SIGNATURE

Keith R. Ward, President

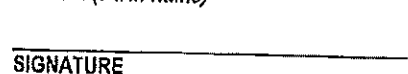
PRINTED NAME AND TITLE

07/13/2022

DATE

School Board of Clay County

OWNER (Firm name)



SIGNATURE

PRINTED NAME AND TITLE

DATE

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 001

SBCC PROJECT NAME: Orange Park High School Front Entrance Security Enhancements

SBCC PROJECT NUMBER: C-4-21/22

ADDITIONAL INFORMATION

- Materials and labor to perform additional plumbing, water, electrical, and concrete due to unforeseen site conditions following demolition.	\$ 173,192.86
TOTAL CHANGE ORDER AMOUNT:	\$ 173,192.86

30 additional calendar days to achieve substantial completion will be required for this change order. Substantial Completion date will be October 4, 2022. Final Completion date will be November 3, 2022.

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C20 - Change Order #1 for Middleburg High School Roof Repair/Replacement (Building 1)

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 materials and labor for additional edge metal changes and tapered edge material due to unforeseen site conditions.

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

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Michael Kemp, Director of Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$118,913.83. Architect fees will increase by \$8,133.71 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

📎 [MHS Roof Repair.Replacement CO 1.pdf](#)



AIA[®] Document G701[™] – 2017

Change Order

PROJECT: <i>(Name and address)</i> Roof Repair/Replacement (Building 1) Middleburg High School 3750 County Road 220 Middleburg, FL 32068	CONTRACT INFORMATION: Contract For: Roof/Repair Replacement of Building 1 Middleburg High School Date: 5/5/2022	CHANGE ORDER INFORMATION: Change Order Number: 1 Date: 8/4/22
OWNER: <i>(Name and address)</i> School Board of Clay County 900 Walnut Street Green Cove Springs, FL 32043	ARCHITECT: <i>(Name and address)</i> Carl Burdick 10175 Fortune Parkway #701 Jacksonville, FL 32256	CONTRACTOR: <i>(Name and address)</i> BBG Contracting Group, Inc. 10562 New Kings Road Jacksonville, FL 32219

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

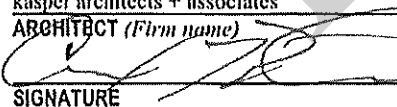
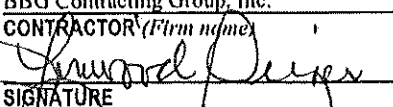
COP 1: Dated June 21, 2022

generally this is the material/installation of the edge metal changes and tapered roof edge at the roof perimeter for the Middleburg HS Roof Repair/Replacement project.

The original Contract Sum was	\$ 3,020,470.00
The net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 3,020,470.00
The Contract Sum will be increased by this Change Order in the amount of	\$ 118,913.83
The new Contract Sum including this Change Order will be	\$ 3,139,383.83
The Contract Time will be unchanged by Zero (0) days.	
The new date of Substantial Completion will be Not Changed	

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

kasper architects + associates ARCHITECT <i>(Firm name)</i>	BBG Contracting Group, Inc. CONTRACTOR <i>(Firm name)</i>	School Board of Clay County OWNER <i>(Firm name)</i>
 SIGNATURE	 SIGNATURE	 SIGNATURE
Carl Burdick PRINTED NAME AND TITLE	Linwood Geiger, Sec/Tres PRINTED NAME AND TITLE	 PRINTED NAME AND TITLE
 DATE	7/14/22 DATE	 DATE

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 001

SBCC PROJECT NAME: Middleburg High School Roof Repair/Replacement

SBCC PROJECT NUMBER: C-3-21/22

ADDITIONAL INFORMATION

- Materials and labor for additional edge material changed and tapered edge material due to unforeseen site conditions	\$ 118,913.83
TOTAL CHANGE ORDER AMOUNT:	\$ 118,913.83

0 additional calendar days to achieve substantial completion will be required for this change order. Substantial Completion date will remain December 5, 2022. Final Completion date will remain January 4, 2023.

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C21 - Change Order #3 for Middleburg Transportation Fuel System Repair/Replacement

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 materials and labor for additional soil sampling, two monitoring wells, contaminated soils testing, removal, and disposal.

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 # 3.

Contact

Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Michael Kemp, Director of Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$62,707.00. Architect fees will increase by \$5,330.10 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

📎 [MB Transportation Fuel System CO 3.pdf](#)



AIA® Document G701™ – 2017

Change Order

PROJECT: (Name and address)
Fuel System Repair/Replacement
Middleburg Transportation Facility
3674 CR 220
Middleburg, FL 32068

OWNER: (Name and address)
School Board of Clay County
900 Walnut St.
Green Cove Springs, FL 32043

CONTRACT INFORMATION:
Contract For: General Construction
Date:

ARCHITECT: (Name and address)
Michele A. Agee, P.E., P.A.
1329-C Kingsley Ave.
Orange Park, FL 32073

CHANGE ORDER INFORMATION:
Change Order Number: 003
Date: 28 June 2022

CONTRACTOR: (Name and address)
Gary S. Bailey
5201 CR 218
Middleburg, FL 32068

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)
Material and labor to provide TLS Console. Additional soil sampling, two monitoring wells, and contaminated soils testing, removal, and disposal.

The original Contract Sum was

\$ 522,960.00

The net change by previously authorized Change Orders

\$ 18,280.00

The Contract Sum prior to this Change Order was

\$ 541,240.00

The Contract Sum will be increased by this Change Order in the amount of

\$ 62,707.00

The new Contract Sum including this Change Order will be

\$ 603,947.00

The Contract Time will be increased by Zero (0) days.

The new date of Substantial Completion will be 5 September 2022

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Michele M. Agee, P.E., P.A.

ARCHITECT (Firm name)

Michele M. Agee
SIGNATURE

Michele M. Agee, President

PRINTED NAME AND TITLE

28 June 2022

DATE

Gary S. Bailey

CONTRACTOR (Firm name)

Gary Bailey
SIGNATURE

Gary S. Bailey, President

PRINTED NAME AND TITLE

6-28-22

DATE

School Board of Clay County

OWNER (Firm name)

SIGNATURE

PRINTED NAME AND TITLE

DATE

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 003

SBCC PROJECT NAME: Middleburg Transportation Fuel Storage Repair/Replacement

SBCC PROJECT NUMBER: C-35-20/21

ADDITIONAL INFORMATION

- Materials and labor to perform environmental mitigation necessary to abandon current underground storage tank and install new above ground storage tank	\$ 62,707.00
TOTAL CHANGE ORDER AMOUNT:	\$ 62,707.00

0 additional calendar days to achieve substantial completion will be required for this change order. Substantial Completion date will remain September 5, 2022. Final Completion date will remain October 5, 2022.

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C22 - Change Order #1 for Ridgeview High School Restroom Renovation

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: Change Order Proposal #2 - Change to wall painting specified due to existing conditions and repair for unforeseen conditions in existing tile floor where new epoxy coating would not adhere to loose tiles.

Change Order Proposal #3 - Change to replace two main water shutoff valves that were inoperable due to age of existing valves. Four (4) days have been added to the contract making the Substantial Completion date August 16, 2022 and Final Completion September 9, 2022.

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

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

Michael Kemp, Director of Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$12,824.83. Architect fees will increase by \$1,102.29 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments

Attachments

📎 [RVH Restroom Renovations CO 1.pdf](#)

AIA® Document G701™ – 2017

Change Order

PROJECT: (Name and address) Ridgeview High School Restroom Renovations 466 MADISON AVENUE ORANGE PARK, FL 32043	CONTRACT INFORMATION: Contract For: Restroom Renovations at Ridgeview High School Date: 5/5/2022	CHANGE ORDER INFORMATION: Change Order Number: 1 Date: 08/04/2022
OWNER: (Name and address) School Board of Clay County 900 Walnut Street Green Cove Springs, FL 32043	ARCHITECT: (Name and address) Carl Burdick 10175 Fortune Parkway #701 Jacksonville, FL 32256	CONTRACTOR: (Name and address) Thomas May Construction Company 310 College Drive Orange Park, FL 32065

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

COP 2: Epoxy Flooring, Painting, Plumbing work

Proposed Total: \$8,892.16

3 Additional Days

COP 3: REPLACEMENT OF EXISTING VALVES AT BUILDING #5 AND BUILDING #7

Proposed Total: \$3,932.67

1 Additional Day

The original Contract Sum was

The net change by previously authorized Change Orders

The Contract Sum prior to this Change Order was

The Contract Sum will be increased by this Change Order in the amount of

The new Contract Sum including this Change Order will be

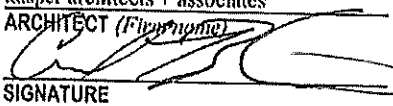

\$	383,500.00
\$	0.00
\$	383,500.00
\$	12,824.83
\$	396,324.83

The Contract Time will be increased by Four (4) days.

The new date of Substantial Completion will be August 16, 2022

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

kasper architects + associates ARCHITECT (Firm name)  SIGNATURE Carl Burdick PRINTED NAME AND TITLE 7/13/22 DATE	Thomas May Construction Company CONTRACTOR (Firm name)  SIGNATURE Keith R Ward, President PRINTED NAME AND TITLE 07/13/2022 DATE	School Board of Clay County OWNER (Firm name) SIGNATURE PRINTED NAME AND TITLE DATE
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SCHOOL DISTRICT OF CLAY COUNTY
CHANGE ORDER #1

SDCC PROJECT NAME: Ridgeview High School Restroom Renovations

SDCC PROJECT NUMBER: C-67-21/22

ADDITIONAL INFORMATION:

1. Change order Proposal #2 - Change to wall painting specified due to existing wall conditions and a repair for unforeseen conditions in tile floor where new epoxy coating would not adhere to loosing tiles. Also change to offset two toilets, cut and remove concrete to meet ADA requirements \$8,892.16

2. Change order Proposal #3 - Change to replace two main water shutoff valves that were inoperable due to age of existing valves. \$3,932.67

TOTAL CHANGE ORDER AMOUNT: \$12,824.83

Four (4) days have been added to the contract making the substantial completion date August 16th, 2022 and final completion date September 9th, 2022.

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C23 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Keystone High School Restroom Renovations.

Description

Each phase or combination of phases is submitted to the School Board for review and approval. The plans have received staff review and are complete to Schematic/Preliminary/Final (Phase I, II, and III) stage.

Gap Analysis

N/A

Previous Outcomes

Individual departments have the opportunity to express needs during plan review in order to design a project that will meet user's expectations.

Expected Outcomes

Schematic, Preliminary and Final Plan review allows for participation from a variety of departments to ensure any program changes are incorporated into the design.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for the Keystone High School Restroom Renovations.

Contact

Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Michael Kemp, Director of Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact

As budgeted in the Educational Facilities Plan. The architect's cost estimate is \$250,000.00.

Review Comments**Attachments**

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C24 - Guaranteed Maximum Price (GMP) Bid Package #2 (Building Construction) for Keystone Heights Elementary School New Cafeteria/Classrooms

Description

In accordance with the School Board's contract with D.E. Scorpio Corporation, dba Scorpio, for Construction Management At-Risk Services for Keystone Heights Elementary School New Cafeteria/Classrooms, Scorpio, presents to the School Board the GMP Contract Award Bid Package #2 (Building Construction). This Bid Package includes new cafeteria, renovation of old cafeteria to media center, and renovation of old media center to six classrooms.

Gap Analysis

The agreement the School Board has with the Construction Manager (CM) At-Risk, Scorpio, dated February 3, 2022, would be amended to establish a separate GMP for Bid Package #2 (Building Construction).

Previous Outcomes

The CM At-Risk at Discovery Oaks Elementary utilized multiple GMPs to allow the site work to begin while the building design was being completed.

Expected Outcomes

GMP Bid Package #2 (Building Construction) will allow construction to begin.

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 Keystone Heights Elementary School New Cafeteria/Classrooms Guaranteed Maximum Price (GMP) Contract Award Bid Package #2 (Building Construction).

Contact

Dr. Michael Kemp, Director for Facility Planning and Construction, (904) 336-6824, michael.kemp@myoneclay.net
Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

The GMP Bid Package #2 (Building Construction) for this project is \$21,108,760.00. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments

Attachments

🔗 [KHE GMP #2.pdf](#)

🔗 [KHE New Cafeteria.Classrooms GMP #2 Contract.pdf](#)

GURANTEED MAXIMUM PRICE - W/ VA

KEYSTONE HEIGHTS ELEMENTARY PHASE 1

Make Buildings for Life.



Scorpio.

3911 W Newberry Road
Gainesville, Florida 32607

o. 352.363.6070

f. 352.363.6071

scorpioco.com

CGC 061834





3911 W Newberry Road
Gainesville, Florida 32607

p: 352.363.6070
f: 352.363.6071

scorpioco.com

July 12, 2022

Mike Griffis
School Board of Clay County, Florida
900 Walnut St
Green Cove Springs, FL 32043

Keystone Heights Elementary School Phase I
GMP w Accepted VA

Dear Mike,

As requested, we have completed our Guaranteed Maximum Price (GMP) deliverable for the new Cafetorium, Media Center, Classrooms, and Site Utility upgrades for the Keystone Heights Elementary School Phase I Project. This deliverable is based on the 100% Documents prepared by Paul Stresing Associates, dated June 7, 2022, addenda #1-3, supplemental documents, and responses to RFI logs #1-5. Alternate #3 to repave the SW parking is included as well as alternate #4 to reduce the brick height of Building #13.

The total GMP, including site work, new Cafetorium, and renovation of the Cafetorium and Media Center, is **twenty one million one hundred eight thousand seven hundred and sixty dollars (\$21,108,760)**, including 3% Construction Management contingency and 1% market escalation contingency.

Within this deliverable, we have included the following information:

- Estimate Summary
- Estimate Detail Report
- Qualifications & Assumptions
- RFI Log
- Milestone Schedule
- Document Log
- Site Logistics Plan
- Takeoff Sketches

We look forward to approval of this GMP and starting Construction immediately. Should you have any questions, please feel free to contact me.

Sincerely,

Chris Gregory
Preconstruction Team Leader
Cc: Domenic Scorpio, file

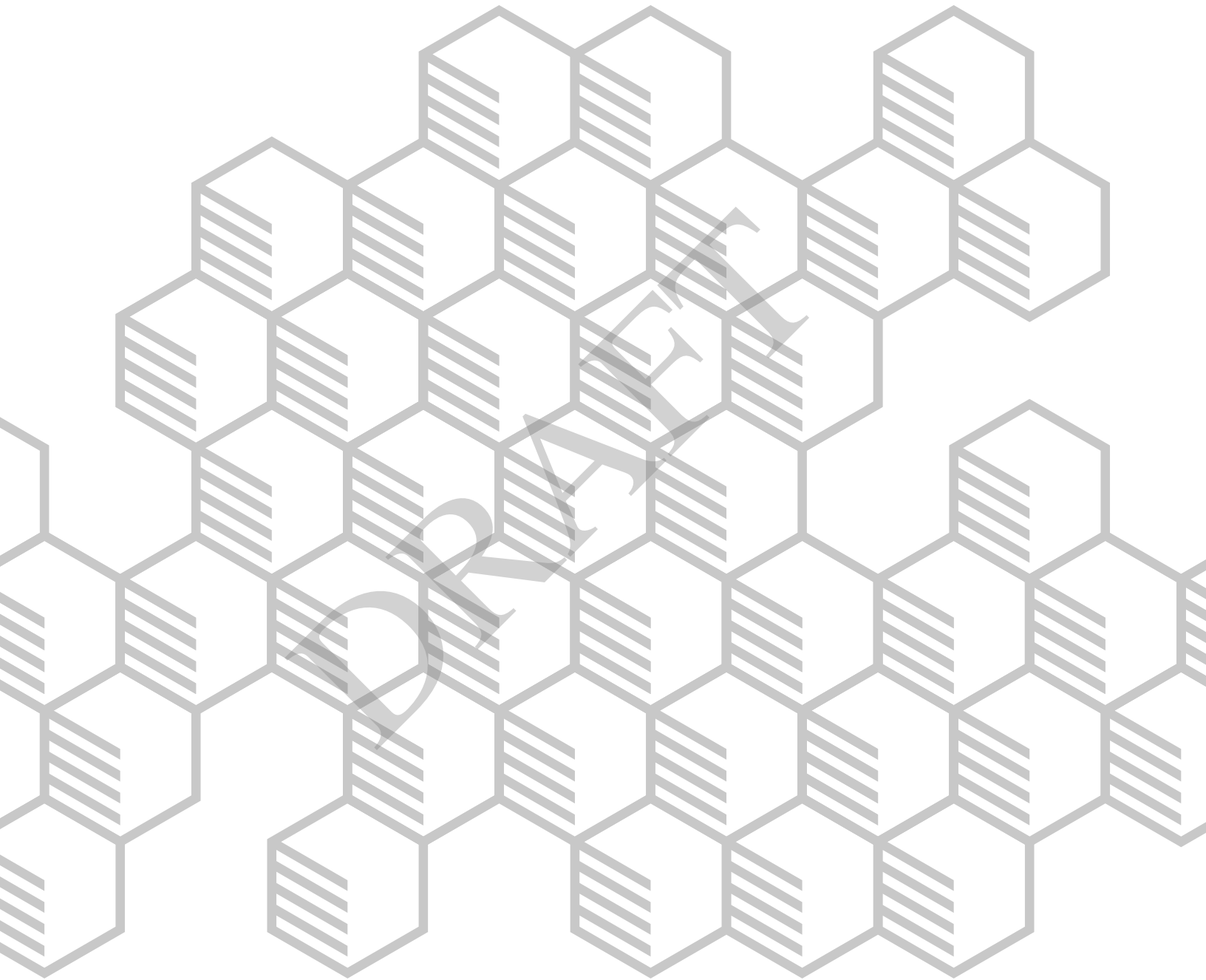


Table of Contents

- 1** Estimate Summary
- 2** Qualifications & Assumptions
- 3** Document Log
- 4** Milestone Schedule

DRAFT

Section | 1



Estimate Summary Report



Component	Description	Takeoff Quantity	Total Cost/Unit	Total Amount
	GMP			
00	STAFFING & GENERAL CONDITIONS	12.00 mo	75,797.33 /mo	909,568
01	NEW CONSTRUCTION	29,674.00 sf	392.93 /sf	11,659,899
02	MODERNIZATION	17,762.00 sf	211.49 /sf	3,756,431
03	SITE	2.50 ac	1,026,958.30 /ac	2,567,396
	GMP			18,893,293

Partial Totals

Description	Amount	Totals	Rate
SUBTOTAL: Cost of Work		18,893,293	
Building Permit (By Owner)			
Payment & Performance Bonds	106,189		
Builder's Risk	94,989		0.450 %
General Liability	189,979		0.900 %
SUBTOTAL	391,157	19,284,450	
Contingency	578,534		3.000 %
Escalation	192,845		1.000 %
SUBTOTAL	771,379	20,055,829	
Fee	1,052,931		5.250 %
TOTAL GMP	1,052,931	21,108,760	



Component	Building #	Bid Pkg #	Description	Takeoff Quantity	Total Cost/Unit	Total Amount
			GMP			
00			STAFFING & GENERAL CONDITIONS			
	00		GENERAL CONDITIONS			
	01A		GENERAL CONDITIONS		/mo	872,068
	01D		TESTING		/sf	30,000
	01E		SURVEY		/bl	7,500
			00 GENERAL CONDITIONS	12.00 mo	75,797.33 /mo	909,568
			00 STAFFING & GENERAL CONDITIONS	12.00 mo	75,797.33 /mo	909,568
01			NEW CONSTRUCTION			
	13		CAFETORIUM BLDG #13			
	03A		CAST IN PLACE CONCRETE	29,674.00 sf	29.32 /sf	870,066
	04A		MASONRY	29,674.00 sf	48.45 /sf	1,437,680
	05A		STRUCTURAL STEEL	29,674.00 sf	48.92 /sf	1,451,600
	05C		MISCELLANEOUS METALS	29,674.00 sf	/sf	0
	06D		CASEWORK	29,674.00 sf	3.35 /sf	99,502
	07A		WATERPROOFING, DAMPPROOFING	29,674.00 sf	1.70 /sf	50,383
	07D		ROOFING SYSTEM, METAL	29,674.00 sf	31.22 /sf	926,424
	07I		INSULATION	29,674.00 sf	0.99 /sf	29,379
	08A		DOORS / FRAMES / HARDWARE	29,674.00 sf	5.81 /sf	172,496
	08B		STOREFRONT, CURTAINWALL, GLASS	29,674.00 sf	9.76 /sf	289,600
	08D		OVERHEAD DOORS	29,674.00 sf	0.77 /sf	22,850
	09A		METAL FRAMING & DRYWALL	29,674.00 sf	15.62 /sf	463,497
	09B		STUCCO, PLASTER, EIFS	29,674.00 sf	8.01 /sf	237,650
	09C		ACOUSTICAL CEILINGS, TREATMENTS	29,674.00 sf	7.45 /sf	221,014
	09D		PAINTING, COATINGS, WALLCOVERINGS	29,674.00 sf	3.77 /sf	111,804
	09E		FLOORING	29,674.00 sf	3.86 /sf	114,494
	09J		EPOXY FLOORING	29,674.00 sf	0.94 /sf	27,863
	10A		TOILET ACCESSORIES	29,674.00 sf	4.27 /sf	126,700
	10B		SIGNAGE	29,674.00 sf	0.79 /sf	23,382
	11A		COMMERCIAL KITCHEN EQUIPMENT	29,674.00 sf	34.71 /sf	1,030,000
	11B		RESIDENTIAL APPLIANCES	29,674.00 sf	0.09 /sf	2,800
	11C		THEATER STAGE EQUIPMENT / CURTAINS	29,674.00 sf	1.58 /sf	46,862
	12A		WINDOW TREATMENTS	29,674.00 sf	0.02 /sf	479
	21A		FIRE PROTECTION	29,674.00 sf	3.48 /sf	103,190
	22A		PLUMBING	29,674.00 sf	24.01 /sf	712,406
	23A		HVAC	29,674.00 sf	30.97 /sf	919,000
	26A		ELECTRICAL	29,674.00 sf	62.07 /sf	1,841,832
	27A		COMMUNICATIONS	29,674.00 sf	0.83 /sf	24,600
	27B		A/V SYSTEMS	29,674.00 sf	2.86 /sf	84,925
	28B		ELECTRONIC SAFETY, SECURITY	29,674.00 sf	/sf	0
			13 CAFETORIUM BLDG #13	29,674.00 sf	385.61 /sf	11,442,480
			01 NEW CONSTRUCTION	29,674.00 sf	385.61 /sf	11,442,480
02			MODERNIZATION			
	02		NEW MEDIA BLDG #2			
	02A		SELECTIVE DEMOLITION	9,004.00 sf	12.02 /sf	108,252
	03A		CAST IN PLACE CONCRETE	9,004.00 sf	1.59 /sf	14,287
	04A		MASONRY	9,004.00 sf	0.47 /sf	4,200
	05A		STRUCTURAL STEEL	9,004.00 sf	1.67 /sf	15,000
	06D		CASEWORK	9,004.00 sf	14.38 /sf	129,444
	08A		DOORS / FRAMES / HARDWARE	9,004.00 sf	6.29 /sf	56,632
	08B		STOREFRONT, CURTAINWALL, GLASS	9,004.00 sf	8.51 /sf	76,600
	09A		METAL FRAMING & DRYWALL	9,004.00 sf	8.08 /sf	72,710
	09C		ACOUSTICAL CEILINGS, TREATMENTS	9,004.00 sf	3.73 /sf	33,550
	09D		PAINTING, COATINGS, WALLCOVERINGS	9,004.00 sf	2.99 /sf	26,950
	09E		FLOORING	9,004.00 sf	5.59 /sf	50,372
	09J		EPOXY FLOORING	9,004.00 sf	0.48 /sf	4,313
	10A		TOILET ACCESSORIES	9,004.00 sf	3.78 /sf	34,000
	10B		SIGNAGE	9,004.00 sf	1.79 /sf	16,135
	11C		THEATER STAGE EQUIPMENT / CURTAINS	9,004.00 sf	0.82 /sf	7,384
	12A		WINDOW TREATMENTS	9,004.00 sf	0.21 /sf	1,916
	22A		PLUMBING	9,004.00 sf	7.64 /sf	68,770
	23A		HVAC	9,004.00 sf	56.53 /sf	509,000
	26A		ELECTRICAL	9,004.00 sf	60.57 /sf	545,368
	27A		COMMUNICATIONS	9,004.00 sf	2.78 /sf	25,000
	27B		A/V SYSTEMS	9,004.00 sf	8.97 /sf	80,750
	28B		ELECTRONIC SAFETY, SECURITY	9,004.00 sf	/sf	0
			02 NEW MEDIA BLDG #2	9,004.00 sf	208.87 /sf	1,880,634
	09		CLASSROOM BLDG #9			
	02A		SELECTIVE DEMOLITION	8,758.00 sf	7.66 /sf	67,118
	03A		CAST IN PLACE CONCRETE	8,758.00 sf	3.18 /sf	27,835
	04A		MASONRY	8,758.00 sf	0.69 /sf	6,000
	05A		STRUCTURAL STEEL	8,758.00 sf	2.57 /sf	22,500
	06D		CASEWORK	8,758.00 sf	3.86 /sf	33,803
	08A		DOORS / FRAMES / HARDWARE	8,758.00 sf	7.61 /sf	66,615
	08B		STOREFRONT, CURTAINWALL, GLASS	8,758.00 sf	12.58 /sf	110,200
	09A		METAL FRAMING & DRYWALL	8,758.00 sf	11.15 /sf	97,653
	09C		ACOUSTICAL CEILINGS, TREATMENTS	8,758.00 sf	3.83 /sf	33,550
	09D		PAINTING, COATINGS, WALLCOVERINGS	8,758.00 sf	2.64 /sf	23,100
	09E		FLOORING	8,758.00 sf	6.68 /sf	58,461
	09J		EPOXY FLOORING	8,758.00 sf	1.76 /sf	15,450
	10A		TOILET ACCESSORIES	8,758.00 sf	6.97 /sf	61,000
	10B		SIGNAGE	8,758.00 sf	1.25 /sf	10,978
	12A		WINDOW TREATMENTS	8,758.00 sf	0.55 /sf	4,790
	22A		PLUMBING	8,758.00 sf	15.33 /sf	134,274
	23A		HVAC	8,758.00 sf	29.34 /sf	257,000
	26A		ELECTRICAL	8,758.00 sf	65.37 /sf	572,502
	27A		COMMUNICATIONS	8,758.00 sf	4.54 /sf	39,800

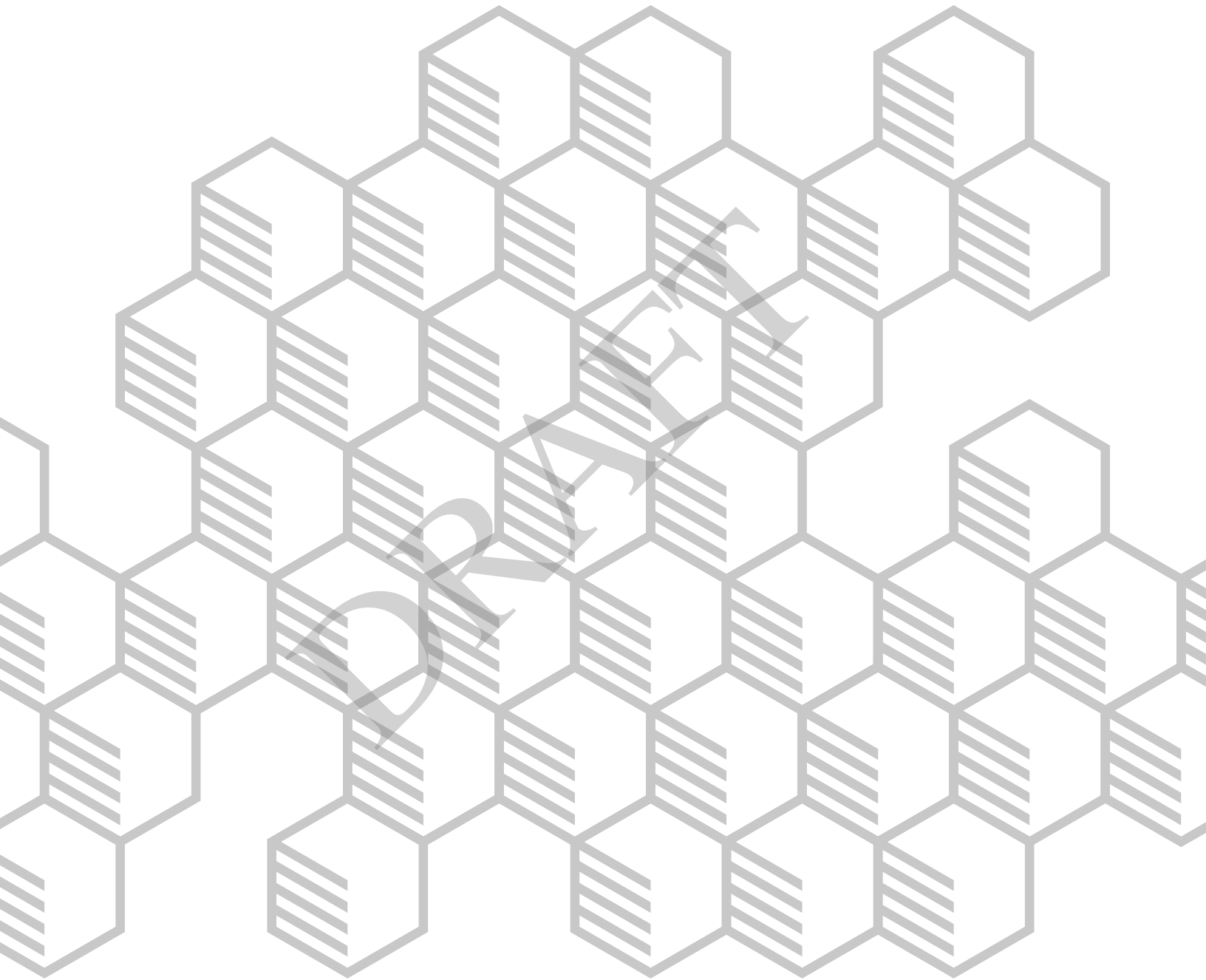


Component	Building #	Bid Pkg #	Description	Takeoff Quantity	Total Cost/Unit	Total Amount
		27B	A/V SYSTEMS	8,758.00 sf	16.66 /sf	145,950
		28B	ELECTRONIC SAFETY, SECURITY	8,758.00 sf	/sf	0
			09 CLASSROOM BLDG #9	8,758.00 sf	204.22 /sf	1,788,580
			02 MODERNIZATION	17,762.00 sf	206.58 /sf	3,669,214
03			SITE			
	13		CAFETORIUM BLDG #13			
		04A	MASONRY		/sf	0
		09B	STUCCO, PLASTER, EIFS		/sf	0
			13 CAFETORIUM BLDG #13		/sf	0
	Site		SITE			
		03A	CAST IN PLACE CONCRETE		/sf	245,261
		05C	MISCELLANEOUS METALS		/sf	0
		10E	WALKWAY CANOPIES/SHADE STRUCTURES		/sf	384,962
		13F	SHADE STRUCTURES		/sf	172,364
		23A	HVAC		/sf	570,097
		26A	ELECTRICAL		/sf	215,978
		31A	SITEWORK	2.50 ac	476,842.14 /ac	1,192,105
		32A	FENCING, GATES	2.50 ac	36,505.64 /ac	91,264
		32B	LANDSCAPING, IRRIGATION	2.50 ac	0.01 /ac	0
			Site SITE	2.50 ac	1,148,812.69 /ac	2,872,032
		03 SITE		2.50 ac	1,148,812.70 /ac	2,872,032
			GMP			18,893,293

Partial Totals

Description	Amount	Totals	Rate
SUBTOTAL: Cost of Work		18,893,293	
Building Permit (By Owner)			
Payment & Performance Bonds	106,189		
Builder's Risk	94,989		0.450 %
General Liability	189,979		0.900 %
SUBTOTAL	391,157	19,284,450	
Contingency	578,534		3.000 %
Escalation	192,845		1.000 %
SUBTOTAL	771,379	20,055,829	
Fee	1,052,931		5.250 %
TOTAL GMP	1,052,931	21,108,760	

Section | 2



Qualifications & Assumptions



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July 12, 2022

Keystone Heights Elementary School Phase 1
Guaranteed Maximum Price - Revised w/ Accepted VA

1. This proposal is based on the 100% Construction Documents issued by Paul Stresing Associates, Inc. dated June 7, 2022, and responses in RFI Logs #1-5, addenda #1-3, and supplemental documents
2. State, FDEP, County, or city impact fees are excluded
3. Third-party threshold inspections are excluded
4. Building Permit fees are excluded
5. Payment & Performance Bonds are included.
6. General Liability and Builder's Risk Insurance is included
7. Staffing and general conditions are lump sum and will be billed in equal monthly installments
8. Any / all relocations bypasses or excavation support required to complete any of the new construction work is excluded
9. Prevailing Wage / Davis Bacon wage scales are excluded
10. Materials testing is included, geotechnical onsite monitoring is not included
11. Temporary power and permanent power is included for the cafeteria Building #13 only. Power at the existing buildings #2 and #9 are by owner
12. Abatement/ Mitigation of any hazardous materials is excluded unless specifically noted below.
13. A Construction Management Contingency of 3% and an escalation contingency of 1% are included
14. These qualifications and assumptions shall supersede any discrepancies and or conflicts with the Contract Documents
15. It is difficult to predict how the current unprecedented events may impact this project. This proposal may be modified or amended if the cost or schedule is significantly impacted by labor shortages or equipment and material supply chain delays acknowledged during buy-out, procurement, or construction activity. Within our means and control, we will endeavor to prevent such impacts

DIVISION 03

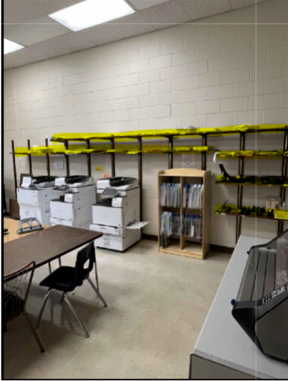
1. Includes cutting and patching the concrete slab in buildings #2 and 9 to allow for the installation of new sanitary plumbing lines and electrical floor boxes
2. All concrete related to the amphitheater and fabric shade canopies is included in the base bid

DIVISION 05

1. All interior and exterior railings will be fabricated from powder-coated aluminum
2. The roof system includes a 22 gauge 1.5" B deck and not a loadmaster deck

DIVISION 06

1. Windowsills in buildings #2 and 9 will not be replaced.
2. There are dashed lines shown in rooms 1333, 1336, 1337, 1343, 1301A but no callouts or interior elevations showing what these mean. All casework or other items associated with these dashed lines are excluded
3. Includes relocation of existing metal shelving from room #-919 to Building #2



4. Spec section 12355 WOOD LABORATORY CASEWORK AND EQUIPMENT is excluded.

DIVISION 07

1. Per approved VA 07D.01c, the roofing system included as 24 gauge Galvalume Tite-Lock Plus by Peterson Pac-Clad with a standard color, 4.2" rigid Iso, ½" Densdeck, and peel and stick underlayment
2. Work on existing roofs is excluded

DIVISION 08

1. Interior glazing systems shown on 4/A.7.1 are included as storefront and not hollow metal frames

DIVISION 10

1. Snap-in masonry expansion joints per details 7&8/A.11.14 locations are not called out and not included.
2. Three portable markerboards are included.
3. Smartboards are excluded and understood per 9/A11.6 to be OFOI.
4. The GRFC emblem above the stage in Building #13 will be a standard 24" high ILO detailed 26" high.

DIVISION 11

1. Items #41 and #74 from the commercial kitchen equipment schedule are not longer available and are substituted with Vulcan, Model: VC4ED - Convection Oven and an-Aire, Model: PD-100-M - Tray Dryer (wall mounted), respectively.
2. The microwave and refrigerator specified in 11400 are no longer available. We have included comparable models 688355 SOS 20.9-CU FT BTM GDE21EMKE for the refrigerator and 1356910 SOS GE BI MIRCO PEB7227ANDD for the microwave. Washer and dryer are not listed in the spec and are excluded

DIVISION 22

1. Gas piping and equipment are included per the Contract Documents. It is our understanding that a forthcoming design directive will delete all gas requirements. This additional value analysis item will be a change order after this GMP is executed to keep the overall project on schedule.

DIVISION 23

1. One 100-ton air-cooled chiller for Building #13 (new cafetorium) is included. Chilled water lines and equipment related to Buildings #2 and 9 is excluded. Refer to approved VA items 23A.02 and 23A.03
2. The scope for Classroom Building #9 and Media Center #2 is limited to relocating air distribution to accommodate the new partition layout and also includes new exhaust fans related to the new restrooms. All other HVAC equipment and work is excluded
3. Notes 1, 2, and 3 on M1.0 related to buildings not part of phase 1 are excluded

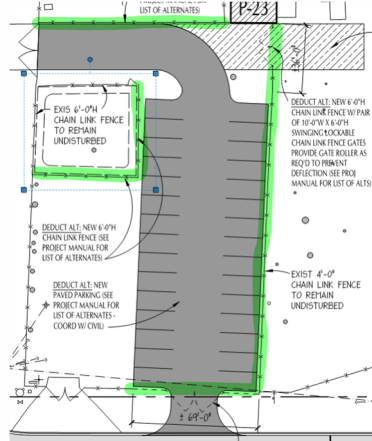
DIVISION 26, 27, & 28

1. Replacement and relocation of the existing campus electrical distribution system is included per approved alternate #2.
2. The generator will be changed from gas to diesel, with updated design and pricing forthcoming.
3. Door access control is excluded.
4. The fire alarm system for building #2 will be an extension of the EST system in the administration building. The fire alarm system in buildings #9 and 13 will be Notifier.
5. Distributed antennae systems (DAS) are excluded.
6. Update to include that security and cameras are excluded per approved VA 28B.01 and 28B.02.

DIVISION 31

1. Replacement of unsuitable soils is excluded.
2. Radon mitigation is excluded.
3. Relocation of the veteran's memorial is excluded.
4. Detectable warning strips are excluded.

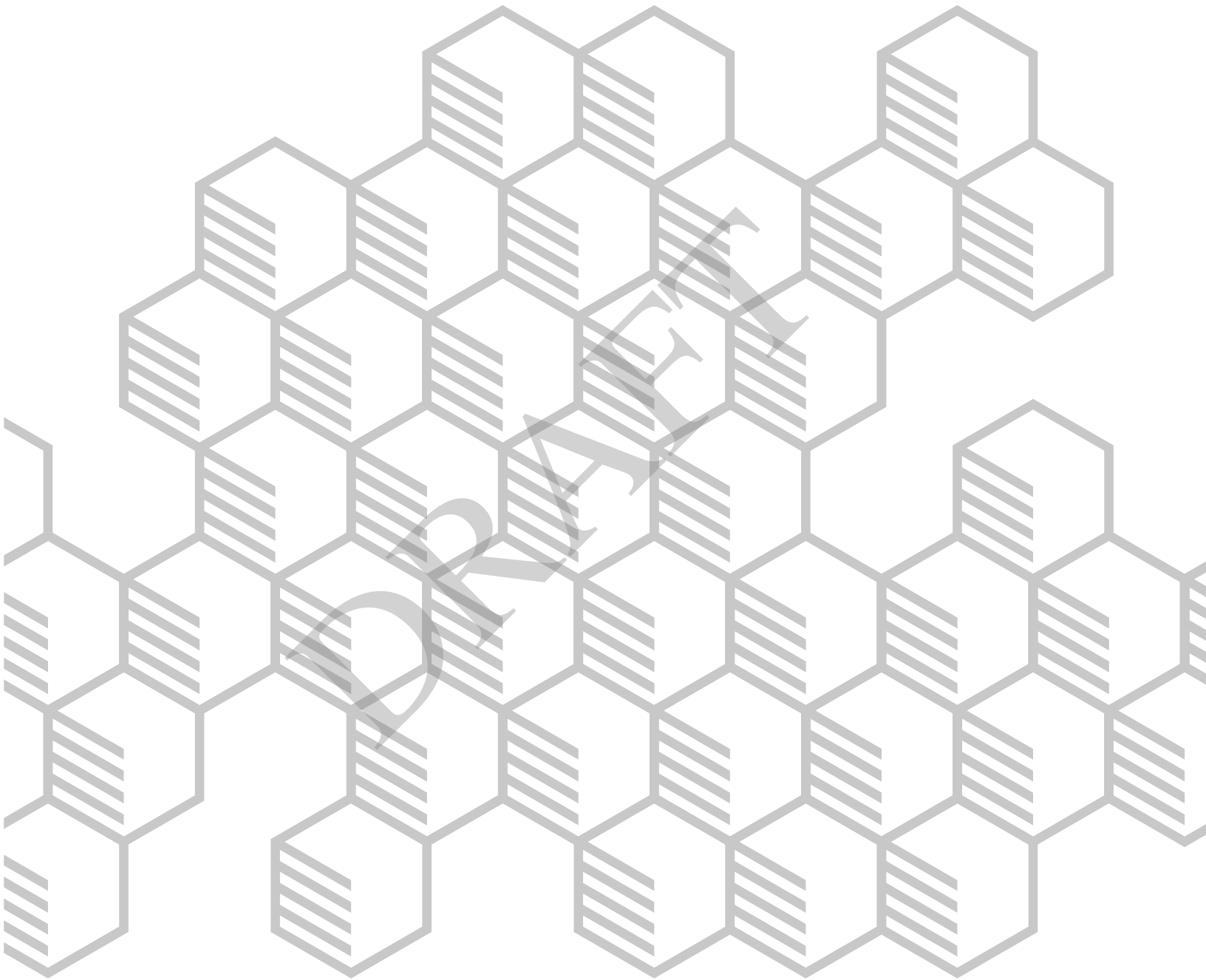
5. Fencing and gates being replaced related to alternate #3 is highlighted in green below.



DIVISION 32

1. Sod is included at all disturbed areas.
2. Trees, groundcover, shrubs are excluded.
3. The planter area to the east of the amphitheater referenced on AS.2 is excluded.

Section | 3



Current Set

Drawing No.	Drawing Title	Revision	Drawing Date	Received Date	Set
General					
G.0	COVER SHEET	4	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
G.1	SHEET INDEX	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
G.2	GENERAL INFORMATION/PROJECT LOCATION MAP	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
G.3	EQUIPMENT MOUNTING HEIGHTS LEGEND, WALL TYPES	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
Civil					
C1	DEMOLITION PLAN	2	06/13/2022	06/13/2022	Addendum #1 (06/13/22)
C2	SITE PLAN	1	06/13/2022	06/13/2022	Addendum #1 (06/13/22)
C3	STORMWATER PLAN	1	06/13/2022	06/13/2022	Addendum #1 (06/13/22)
C4	STORMWATER PLAN DETAILED	1	06/13/2022	06/13/2022	Addendum #1 (06/13/22)
C4a	STORMWATER/GRADING PARKING	0	06/13/2022	06/13/2022	Addendum #1 (06/13/22)
C5	UTILITY PLAN	1	06/13/2022	06/13/2022	Addendum #1 (06/13/22)
C6	DETAIL SHEET	1	06/13/2022	06/13/2022	Addendum #1 (06/13/22)
C7	NPDES	1	06/13/2022	06/13/2022	Addendum #1 (06/13/22)
Life Safety					
LS.1	LIFE SAFETY INFORMATION	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
LS.2	LIFE SAFETY FLOOR PLAN - BLDG 2 (ADMINISTRATION / MEDIA CENTER)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
LS.3	LIFE SAFETY FLOOR PLAN - BUILDING 9 (CLASSROOMS)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
LS.4	OVERALL LIFE SAFETY FLOOR PLAN - BUILDING 13 (CAFETORIUM)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
LS.5	PARTIAL LIFE SAFETY FLOOR PLAN - BUILDING 13 (CAFETORIUM)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
LS.6	PARTIAL LIFE SAFETY FLOOR PLAN - BUILDING 13 (CAFETORIUM)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
Architectural					
A.1.1.0	EXISTING FLOOR PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.1.1	PHOTOGRAPHIC DOCUMENTATION - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.1.2	PHOTOGRAPHIC DOCUMENTATION - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.1.3	PHOTOGRAPHIC DOCUMENTATION - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.2.0	DEMOLITION FLOOR PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.3.0	RENOVATED DIMENSION FLOOR PLAN - BUILDING 2	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.3.1	RENOVATED ARCHITECTURAL FLOOR PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.4.0	PHOTOGRAPHIC DOCUMENTATION - BUILDING 9 (MEDIA CENTER)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.4.1	PHOTOGRAPHIC DOCUMENTATION - BUILDING 9 (MEDIA CENTER)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.4.2	PHOTOGRAPHIC DOCUMENTATION - BUILDING 9 (MEDIA CENTER)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.4.3	PHOTOGRAPHIC DOCUMENTATION - BUILDING 9 (MEDIA CENTER)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.4.4	EXISTING ROOF FRAMING PLAN - BUILDING 9 (MEDIA CENTER)	0	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)

Drawing No.	Drawing Title	Revision	Drawing Date	Received Date	Set
A.1.5.0	DEMOLITION FLOOR PLAN - BUILDING 9 (CLASSROOMS)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.6.0	RENOVATED DIMENSION FLOOR PLAN - BUILDING 9 (CLASSROOMS)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.6.1	RENOVATED ARCHITECTURAL FLOOR PLAN - BUILDING 9 (CLASSROOMS)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.7.0	OVERALL DIMENSION FLOOR PLAN - BUILDING 13 (CAFETORIUM)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.7.1	PARTIAL DIMENSION FLOOR PLAN - BUILDING 13 (CAFETORIUM)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.7.2	PARTIAL DIMENSION FLOOR PLAN - BUILDING 13 (CAFETORIUM)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.7.3	PARTIAL ARCHITECTURAL FLOOR PLAN - BUILDING 13 (CAFETORIUM)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.1.7.4	PARTIAL ARCHITECTURAL FLOOR PLAN - BUILDING 13 (CAFETORIUM)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.2.1	EXISTING EXTERIOR ELEVATIONS - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.2.2	EXISTING EXTERIOR ELEVATIONS - BUILDING 9 (MEDIA CENTER)	0	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.2.3.1	EXTERIOR ELEVATIONS - BUILDING 13	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
A.2.3.2	EXTERIOR ELEVATIONS - BUILDING 13	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.3.1	EXISTING EXTERIOR ELEVATIONS - BUILDING 2	2	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
A.3.2.0	EXISTING BUILDING SECTIONS - BUILDING NO.9	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.3.3	BUILDING SECTIONS - BUILDING 13	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.3.4	BUILDING SECTIONS - BUILDING 13	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.3.5	BUILDING SECTIONS - BUILDING 13	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.3.6	BUILDING SECTIONS - BUILDING 13	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.4	ROOF PLAN - BUILDING 13 (CAFETORIUM)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.5.0	EXISTING REFLECTED CEILING PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.5.1	RENOVATED REFLECTED CEILING PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.5.2	EXISTING REFLECTED CEILING PLAN - BUILDING 9	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.5.3	RENOVATED REFLECTED CEILING PLAN - BUILDING 9	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.5.4	OVERALL REFLECTED CEILING PLAN - BUILDING 13	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.5.5	PARTIAL REFLECTED CEILING PLAN - BUILDING 13	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.5.6	PARTIAL REFLECTED CEILING PLAN - BUILDING 13	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.6.1	BATHROOM PLAN DETAILS AND ELEVATIONS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.6.2	BATHROOM PLAN DETAILS AND ELEVATIONS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.6.3	BATHROOM DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.6.4	ENCLOSED PLATFORM & DINING ROOM SOFFIT ELEVATIONS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.6.5	OPEN PLATFORM DETAIL	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A7.0.0	DOOR SCHEDULES	0	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.7.1	DOOR/FRAME TYPES, WINDOW TYPES	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.7.2	DOOR AND WINDOW DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.7.3	DOOR AND WINDOW DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.7.4	THRESHOLD DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.7.5	ROOM FINISH SCHEDULES	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.8.1	CASEWORK, FURNITURE & EQUIPMENT PLAN - BUILDING 2 (ADMINISTRATON / MEDIA CENTER)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)

Drawing No.	Drawing Title	Revision	Drawing Date	Received Date	Set
A.8.2	CASEWORK, FURNITURE & EQUIPMENT PLAN - BUILDING 9 (CLASSROOMS)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.8.3	PARTIAL CASEWORK, FURNITURE & EQUIPMENT PLAN - BUILDING 13 (CAFETORIUM)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.8.4	PARTIAL CASEWORK, FURNITURE & EQUIPMENT PLAN - BUILDING 13 (CAFETORIUM)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A9.1	CASEWORK ELEVATIONS	0	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A9.2	CASEWORK ELEVATIONS	0	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A9.3	CASEWORK ELEVATIONS	0	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.9.4	CASEWORK DETAILS	0	06/13/2022	06/13/2022	Addendum #1 (06/13/22)
A9.8	CASEWORK ELEVATIONS	0	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.10.1	FLOOR FINISH PLAN - BUILDING 2 (ADMINISTRATION / MEDIA CENTER)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.10.2	FLOOR FINISH PLAN - BUILDING 9 (CLASSROOMS)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.10.3	PARTIAL FLOOR FINISH PLAN - BUILDING 13 (CAFETORIUM)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.10.4	PARTIAL FLOOR FINISH PLAN - BUILDING 13 (CAFETORIUM)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.1	ARCHITECTURAL DETAILS - PLAY COURT	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.2	ARCHITECTURAL DETAILS - FENCING	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.3	ARCHITECTURAL DETAILS - COVERED WALKWAY, SIDEWALKS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.4	ARCHITECTURAL DETAILS - SITE DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.5	ARCHITECTURAL DETAILS - WALK-INS, LOCKER, CAN WASH, STAGE EDGE, STAIR NOSING, HOUSEKEEPING	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.6	ARCHITECTURAL DETAILS - INTERIOR DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.7	ARCHITECTURAL DETAILS - WALL DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.8	ARCHITECTURAL DETAILS - INTERIOR DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.9	ARCHITECTURAL DETAILS - CEILINGS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.10	ARCHITECTURAL DETAILS - FIRE-RATED WALLS & CEILINGS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.11	ARCHITECTURAL DETAILS - FIREWALLS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.12	ARCHITECTURAL DETAILS - FIREWALL PENETRATIONS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.13	ARCHITECTURAL DETAILS - FIREWALL PENETRATIONS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.14	ARCHITECTURAL DETAILS - MASONRY	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.15	ARCHITECTURAL DETAILS - STUCCO	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.16	ARCHITECTURAL DETAILS - ROOFING	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.17	ARCHITECTURAL DETAILS - TYPICAL ROOF DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.18	ARCHITECTURAL DETAILS - GUTTER AND DOWNSPOUT	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
A.11.19	ARCHITECTURAL DETAILS - SIGN TYPES	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
AS.1	EXISTING ARCHITECTURAL SITE PLAN	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
AS.1.1	EXISTING ARCHITECTURAL PHOTOGRAPHIC VIEW PLAN	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
AS.1.2.1	PHOTOGRAPHIC DOCUMENTATION - EXISTING SITE	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
AS.1.2.2	PHOTOGRAPHIC DOCUMENTATION - EXISTING SITE	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
AS.1.2.3	PHOTOGRAPHIC DOCUMENTATION - EXISTING SITE	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
AS.1.2.4	ARCHITECTURAL DEMOLITION & PHOTOGRAPHIC VIEW SITE PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
AS.2	PROPOSED ARCHITECTURAL SITE PLAN	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)

Drawing No.	Drawing Title	Revision	Drawing Date	Received Date	Set
AS.3	AMPHITHEATER PLAN	3	06/20/2022	06/20/2022	Addendum #3 (06/20/22)
AS.4	COVERED WALKWAY PLAN DETAIL	4	06/23/2022	06/23/2022	NTB #5 (06/23/22)
AS.5	WALKWAY CANOPY PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
Food Service					
FS-1	KITCHEN FLOOR PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-1.1	EQUIPMENT LOAD SCHEDULE	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-2	GENERAL NOTES/PLUMBING NOTES/ELECTRICAL NOTES	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-3	PLUMBING WASTE PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-3.1	KITCHEN & SERVER PLUMBING WASTE PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-3.2	KITCHEN AND SERVER PLUMBING WASTE PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-4	ELECTRICAL PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-4.1	ELECTRICAL SCHEDULE, ELECTRICAL LEGEND	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-5	BUILDING CONDITIONS PLAN, DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-6	WALL BACKING PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-7	REFRIGERATION PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-8	STANDARD CONSTRUCTION DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-9	EXHAUST HOOD PLAN VIEW	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-9.1	EXHAUST HOOD SECTIONS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-9.2	EXHAUST HOOD FAN INFORMATION	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-9.3	CONDENSING UNITS INFORMATION	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-10	ELEVATION REFERENCE PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-10.1	EQUIPMENT ELEVATIONS, EQUIPMENT SCHEDULE	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-10.2	EQUIPMENT ELEVATIONS, EQUIPMENT SCHEDULE	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FS-10.3	EQUIPMENT ELEVATIONS, EQUIPMENT SCHEDULE	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
Structural					
S.1.0	STRUCTURAL GENERAL NOTES	0	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
S.1.1	STRUCTURAL GENERAL NOTES	1	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
S.2.0	OVERALL FOUNDATION PLAN - BUILDING 13 (CAFETORIUM)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
S.2.1	PARTIAL FOUNDATION PLAN - BUILDING 13 (CAFETORIUM)	2	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
S.2.2	PARTIAL FOUNDATION PLAN - BUILDING 13 (CAFETORIUM)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
S.3.0	OVERALL ROOF FRAMING PLAN - BUILDING 13 (CAFETORIUM)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
S.3.1	PARTIAL ROOF FRAMING PLAN - BUILDING 13 (CAFETORIUM)	2	06/23/2022	06/23/2022	NTB #5 (06/23/22)
S.3.2	PARTIAL ROOF FRAMING PLAN - BUILDING 13 (CAFETORIUM)	2	06/23/2022	06/23/2022	NTB #5 (06/23/22)
S.4.0	STRUCTURAL DETAILS	1	06/23/2022	06/23/2022	NTB #5 (06/23/22)
S.4.1	STRUCTURAL DETAILS	1	06/23/2022	06/23/2022	NTB #5 (06/23/22)
S.4.2	STRUCTURAL DETAILS	0	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
S.4.3	STRUCTURAL DETAILS	1	06/23/2022	06/23/2022	NTB #5 (06/23/22)
S.4.4	STRUCTURAL DETAILS	1	06/23/2022	06/23/2022	NTB #5 (06/23/22)

Drawing No.	Drawing Title	Revision	Drawing Date	Received Date	Set
S.4.5	STRUCTURAL DETAILS	1	06/23/2022	06/23/2022	NTB #5 (06/23/22)
Plumbing					
P.0.0	PLUMBING COVER PAGE	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.0.1	PLUMBING FIXTURE SCHEDULE	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.1.1	PLUMBING CONSTRUCTION SITE PLAN	2	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.1.2	PLUMBING ENLARGED CHILLER PLAN	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.2.1.0	PLUMBING SANITARY AND VENT DEMOLITION PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.2.1.1	PLUMBING DOMESTIC WATER DEMOLITION PLAN - ADMINISTRATION/CAFETERIA BUILDING 2	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.2.1.2	PLUMBING SANITARY AND VENT CONSTRUCTION PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.2.1.3	PLUMBING DOMESTIC WATER CONSTRUCTION PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.2.2.0	PLUMBING DEMOLITION PLAN - MEDIA CENTER BUILDING 9	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.2.2.2	PLUMBING SANITARY AND VENT CONSTRUCTION PLAN - BUILDING 9	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.2.2.3	PLUMBING DOMESTIC WATER CONSTRUCTION PLAN - MEDIA CENTER BUILDING 9	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.2.3.0	PLUMBING PARTIAL SANITARY AND VENT 1ST FLOOR PLAN - BUILDING 13 (NORTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.2.3.1	PLUMBING PARTIAL SANITARY AND VENT 1ST PLAN - BUILDING 13 (SOUTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.2.3.2	PLUMBING PARTIAL DOMESTIC WATER 1ST PLAN - BUILDING 13 (NORTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.2.3.3	PLUMBING DOMESTIC WATER 1ST PLAN - BUILDING 13 (SOUTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.3.1.0	PLUMBING GAS PLAN - CAFETORIUM (NORTH)	0	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.3.1.2	PLUMBING GAS PLAN - CAFETORIUM (SOUTH)	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.5.0	PLUMBING DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.5.1	PLUMBING DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.5.2	PLUMBING DETAIL	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.6.1.1	PLUMBING SANITARY AND VENT ISOMETRIC - BUILDINGS 2 AND 9	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
P.6.2.1	PLUMBING SANITARY AND VENT ISOMETRIC - BUILDING 13	2	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.6.3.1	PLUMBING SANITARY AND VENT ISOMETRIC - BUILDINGS 2 AND 9	2	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.6.4.1	PLUMBING SANITARY AND VENT ISOMETRIC - BUILDING 13 KITCHEN	0	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
P.6.5.1	PLUMBING GREASE WASTE ISOMETRIC - BUILDING 13 KITCHEN	2	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
Mechanical					
M.0.0	MECHANICAL COVER PAGE	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.0.1	MECHANICAL CALCULATIONS AND PROJECT REFERENCE INFORMATION	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.1.0	MECHANICAL DEMOLITION SITE PLAN	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.1.1	MECHANICAL CONSTRUCTION SITE PLAN	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.1.2	MECHANICAL CHILLER PLANT FLOOR PLAN	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.2.1.0	MECHANICAL DEMOLITION PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.2.1.1	MECHANICAL CONSTRUCTION PLAN - BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.2.2.0	MECHANICAL DEMOLITION PLAN - BUILDING 9	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.2.2.1	MECHANICAL CONSTRUCTION PLAN - BUILDING 9	2	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
M.2.3.0	MECHANICAL PARTIAL 1ST FLOOR PLAN - CAFETORIUM BUILDING 13 (NORTH)	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)

Drawing No.	Drawing Title	Revision	Drawing Date	Received Date	Set
M.2.3.1	MECHANICAL PARTIAL 1ST FLOOR PLAN - CAFETORIUM BUILDING 13 (SOUTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
M.2.3.2	ENLARGED MECHANICAL ROOM PLAN - CAFETORIUM BUILDING 13	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.3.0	MECHANICAL SCHEDULES	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
M.3.1	MECHANICAL SCHEDULES	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.3.2	MECHANICAL SCHEDULES	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.4.0	CHILLED WATER ONE LINE DIAGRAM	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.4.1	CHILLED WATER CONTROLS ONE LINE DIAGRAM	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.4.2	MECHANICAL CONTROLS DIAGRAMS AND SEQUENCES	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.4.3	MECHANICAL CONTROLS DIAGRAMS AND SEQUENCES	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.5.0	MECHANICAL DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.5.1	MECHANICAL DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.5.2	MECHANICAL DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.5.3	MECHANICAL DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
M.5.4	MECHANICAL DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
Electrical					
E.0.0	ELECTRICAL NOTES	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.1.0	ELECTRICAL DEMOLITION SITE PLAN	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.1.1	ELECTRICAL CONSTRUCTION SITE PLAN	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.1.1 - CEC Markup	ELECTRICAL CONSTRUCTION SITE PLAN - CEC MARKUP	4	06/23/2022	06/23/2022	NTB #5 (06/23/22)
E.1.2	ELECTRICAL CHILLER FLOOR PLAN	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
E.2.1.0	ELECTRICAL DEMOLITION PLAN - ADMINISTRATION/CAFETERIA BUILDING 2	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
E.2.1.1	ELECTRICAL LIGHTING PLAN - ADMINISTRATION/MEDIA CENTER BUILDING 2	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.1.2	ELECTRICAL POWER PLAN - ADMINISTRATION/MEDIA CENTER BUILDING 2	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.1.3	ELECTRICAL SYSTEMS PLAN - ADMINISTRATION/MEDIA CENTER BUILDING 2	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.1.4	ENLARGED MECHANICAL ROOM LAYOUT	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
E.2.2.0	ELECTRICAL DEMOLITION PLAN - MEDIA CENTER BUILDING 9	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
E.2.2.1	ELECTRICAL LIGHTING PLAN - CLASSROOM BUILDING 9	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.2.2	ELECTRICAL POWER PLAN - CLASSROOM BUILDING 9	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.2.3	ELECTRICAL SYSTEMS PLAN - CLASSROOM BUILDING 9	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.2.4	ENLARGED ELECTRICAL ROOM	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
E.2.3.0	ELECTRICAL PARTIAL LIGHTING 1ST FLOOR PLAN - NEW BAND CAFETORIUM BUILDING 13 (NORTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.3.1	ELECTRICAL PARTIAL POWER 1ST FLOOR PLAN - NEW BAND CAFETORIUM BUILDING 13 (NORTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.3.2	ELECTRICAL PARTIAL SYSTEMS 1ST FLOOR PLAN - NEW BAND CAFETORIUM BUILDING 13 (NORTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.3.3	ELECTRICAL PARTIAL LIGHTING 1ST FLOOR PLAN - NEW BAND CAFETORIUM BUILDING 13 (SOUTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.3.4	ELECTRICAL PARTIAL POWER 1ST FLOOR PLAN - NEW BAND CAFETORIUM BUILDING 13 (SOUTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.3.5	ELECTRICAL PARTIAL SYSTEMS 1ST FLOOR PLAN - NEW BAND CAFETORIUM BUILDING 13 (SOUTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.2.3.6	ENLARGED MECH/ELEC ROOMS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
E.2.3.7	ENLARGED KITCHEN POWER PLAN	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)

Drawing No.	Drawing Title	Revision	Drawing Date	Received Date	Set
E.3.0	ELECTRICAL SCHEDULES	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.3.1	ELECTRICAL SCHEDULES	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.3.2	ELECTRICAL SCHEDULES	2	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.3.3	ELECTRICAL SCHEDULES	4	06/20/2022	06/20/2022	Addendum #3 (06/20/22)
E.3.4	ELECTRICAL SCHEDULES	2	06/20/2022	06/20/2022	Addendum #3 (06/20/22)
E.3.5	ELECTRICAL SCHEDULES	1	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.4.0	ELECTRICAL RISER DIAGRAM - EXISTING FACILITY DISTRIBUTION	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
E.4.1	ELECTRICAL RISER DIAGRAM - NEW FACILITY DISTRIBUTION	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
E.4.2	ELECTRICAL RISER DIAGRAM - FACILITY FIRE ALARM	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.4.3	ELECTRICAL RISER DIAGRAM - FACILITY SYSTEMS	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
E.5.0	ELECTRICAL DETAILS	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
Fire Protection					
FP.0.0	FIRE PROTECTION COVER PAGE	2	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
FP.1.1	FIRE PROTECTION CONSTRUCTION SITE PLAN	2	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
FP.2.3.0	FIRE PROTECTION FLOOR PLAN - NEW BAND/CAFETORIUM BUILDING 13 (NORTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
FP.2.3.1	FIRE PROTECTION FLOOR PLAN - NEW BAND/CAFETORIUM BUILDING 13 (SOUTH)	3	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
FP.3.0	FIRE PROTECTION DETAILS	1	06/07/2022	06/10/2022	100% CDs 220610 (06/07/22)
Supplemental Drawing					
SD-01	PARTIAL RENOVATED ARCHITECTURAL SITE PLAN	0	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
SD-02	PARTIAL RENOVATED ARCHITECTURAL SITE PLAN	0	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
SD-03	PARTIAL COV'D WALKWAY PLAN	0	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
SD-04	PARTIAL STAGE PLAN	0	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
SD-05	PARTIAL STAGE PLAN DETAIL	0	06/17/2022	06/17/2022	Addendum #2 (06/17/22)
SD-06	RAMP FOUNDATION PLAN DETAIL	0	06/23/2022	06/23/2022	NTB #5 (06/23/22)
SD-07	TYPICAL EXTERIOR CONCRETE STAIRS	2	06/20/2022	06/20/2022	Addendum #3 (06/20/22)
SD-08	TYPICAL RAMP DETAIL	0	06/20/2022	06/20/2022	Addendum #3 (06/20/22)
SD-09	ROOM #211 INTERIOR ELEVATIONS	0	06/20/2022	06/20/2022	Addendum #3 (06/20/22)
SD-10	PARTIAL SOUTH ELEVATION	0	06/23/2022	06/23/2022	NTB #5 (06/23/22)

Current Specifications

Number	Description	Revision	Issued Date	Received Date	Set
00 - Procurement and Contracting Requirements					
00008	COVER	0	06/07/22	06/07/22	100% CDs 220610
00009	TABLE OF CONTENTS - VOLUME 1	0	06/07/22	06/07/22	100% CDs 220610
00010	TABLE OF CONTENTS - VOLUME 2	0	06/07/22	06/07/22	100% CDs 220610
00100	INSTURCTION TO BIDDERS	2	06/07/22	06/10/22	100% CDs 220610
000110	Table of Contents	2	06/07/22	06/10/22	100% CDs 220610
00200	PUBLIC ENTITY CRIMES	1	06/07/22	06/10/22	100% CDs 220610
00300	BID FORM	1	06/07/22	06/10/22	100% CDs 220610
00400	LIST OF SUBCONTRACTORS	1	06/07/22	06/10/22	100% CDs 220610
00500	AGREEMENT FORMS	1	06/07/22	06/10/22	100% CDs 220610
00700	GENERAL CONDITIONS OF THE CONTRACT	1	06/07/22	06/10/22	100% CDs 220610
00800	SUPPLEMENTARY CONDITIONS	1	06/07/22	06/10/22	100% CDs 220610
00810	PROGRESS PAYMENTS	1	06/07/22	06/10/22	100% CDs 220610
00900	SPECIAL CONDITIONS	1	06/07/22	06/10/22	100% CDs 220610
01 - General Requirements					
01010	SUMMARY OF WORK	1	06/07/22	06/10/22	100% CDs 220610
01020	CUTTING AND PATCHING	1	06/07/22	06/10/22	100% CDs 220610
01026	UNIT PRICES	1	06/07/22	06/10/22	100% CDs 220610
01027	COST REPORTING AND PAYMENTS	1	06/07/22	06/10/22	100% CDs 220610
01040	COORDINATION, INSPECTION, AND PROTECTION	1	06/07/22	06/10/22	100% CDs 220610
01042	DIRECT PURCHASE PROCEDURES	1	06/07/22	06/10/22	100% CDs 220610
01060	CODES, PERMITS, AND FEES	1	06/07/22	06/10/22	100% CDs 220610
01100	ALTERNATES/SUBSTITUTES	2	06/17/22	06/17/22	Addendum #2
01200	JOB SITE ADMINISTRATION	1	06/07/22	06/10/22	100% CDs 220610
01300	SUBMITTALS	1	06/07/22	06/10/22	100% CDs 220610
01320	PROGRESS REPORTING	1	06/07/22	06/10/22	100% CDs 220610
01400	TESTING	1	06/07/22	06/10/22	100% CDs 220610
01410	PROCEDURES AND QUALITY CONTROL	1	06/07/22	06/10/22	100% CDs 220610
01450	THRESHOLD BUILDING INSPECTION	1	06/07/22	06/10/22	100% CDs 220610
01500	TEMPORARY FACILITIES	1	06/07/22	06/10/22	100% CDs 220610
01511	TEMPORARY ELECTRICITY	1	06/07/22	06/10/22	100% CDs 220610
01512	TEMPORARY LIGHTING	1	06/07/22	06/10/22	100% CDs 220610
01513	TEMPORARY HEAT AND VENTILATION	1	06/07/22	06/10/22	100% CDs 220610

Number	Description	Revision	Issued Date	Received Date	Set
01516	TEMPORARY SANITARY FACILITIES	1	06/07/22	06/10/22	100% CDs 220610
01530	BARRIERS	1	06/07/22	06/10/22	100% CDs 220610
01531	TEMPORARY FENCING	1	06/07/22	06/10/22	100% CDs 220610
01560	TEMPORARY CONTROLS	1	06/07/22	06/10/22	100% CDs 220610
01620	MATERIALS STORAGE AND PROTECTION	1	06/07/22	06/10/22	100% CDs 220610
01700	CONTRACT CLOSEOUT	1	06/07/22	06/10/22	100% CDs 220610
01710	CLEANING	1	06/07/22	06/10/22	100% CDs 220610
02 - Existing Conditions					
02000	SUBSURFACE CONDITIONS - GEOTECHNICAL REPORT	1	06/07/22	06/10/22	100% CDs 220610
02120	CLEARING AND GRUBBING	1	06/07/22	06/10/22	100% CDs 220610
02122	TREE PROTECTION AND TRIMMING	1	06/07/22	06/10/22	100% CDs 220610
02131	EARTHWORK	1	06/07/22	06/10/22	100% CDs 220610
02137	EROSION AND SEDIMENTATION CONTROL	1	06/07/22	06/10/22	100% CDs 220610
02151	POTABLE WATER SYSTEM	1	06/07/22	06/10/22	100% CDs 220610
02155	WASTE WATER GRAVITY SEWERS	1	06/07/22	06/10/22	100% CDs 220610
02160	SITE DRAINAGE	1	06/07/22	06/10/22	100% CDs 220610
02164	MANHOLES	1	06/07/22	06/10/22	100% CDs 220610
02220	BUILDING EARTHWORK	1	06/07/22	06/10/22	100% CDs 220610
02361	TERMITE CONTROL	1	06/07/22	06/10/22	100% CDs 220610
02374	ASPHALTIC CONCRETE PAVING	1	06/07/22	06/10/22	100% CDs 220610
02380	CONCRETE SIDEWALKS, CURBS, AND GUTTERS	1	06/07/22	06/10/22	100% CDs 220610
02580	ATHLETIC COURT, TRACK, AND PAVEMENT MARKING	1	06/07/22	06/10/22	100% CDs 220610
02831	CHAIN LINK FENCING AND GATES	1	06/07/22	06/10/22	100% CDs 220610
02900	LANDSCAPE WORK	1	06/07/22	06/10/22	100% CDs 220610
03 - Concrete					
03010	CAST-IN-PLACE CONCRETE	1	06/07/22	06/10/22	100% CDs 220610
03300	CONCRETE WORK	1	06/07/22	06/10/22	100% CDs 220610
03491	GLASS FIBER REINFORCED CONCRETE	1	06/07/22	06/10/22	100% CDs 220610
04 - Masonry					
04100	MASONRY, MORTAR, AND ACCESSORIES	1	06/07/22	06/10/22	100% CDs 220610
04200	CONCRETE UNIT MASONRY	1	06/07/22	06/10/22	100% CDs 220610
04230	REINFORCED UNIT MASONRY - GENERAL	1	06/07/22	06/10/22	100% CDs 220610
05 - Metals					
05120	STRUCTURAL STEEL	1	06/07/22	06/10/22	100% CDs 220610
05210	STEEL JOISTS	1	06/07/22	06/10/22	100% CDs 220610
05300	ENGINEERED ROOF DECK ASSEMBLY	1	06/07/22	06/10/22	100% CDs 220610
05400	COLD-FORMED METAL FRAMING	1	06/07/22	06/10/22	100% CDs 220610

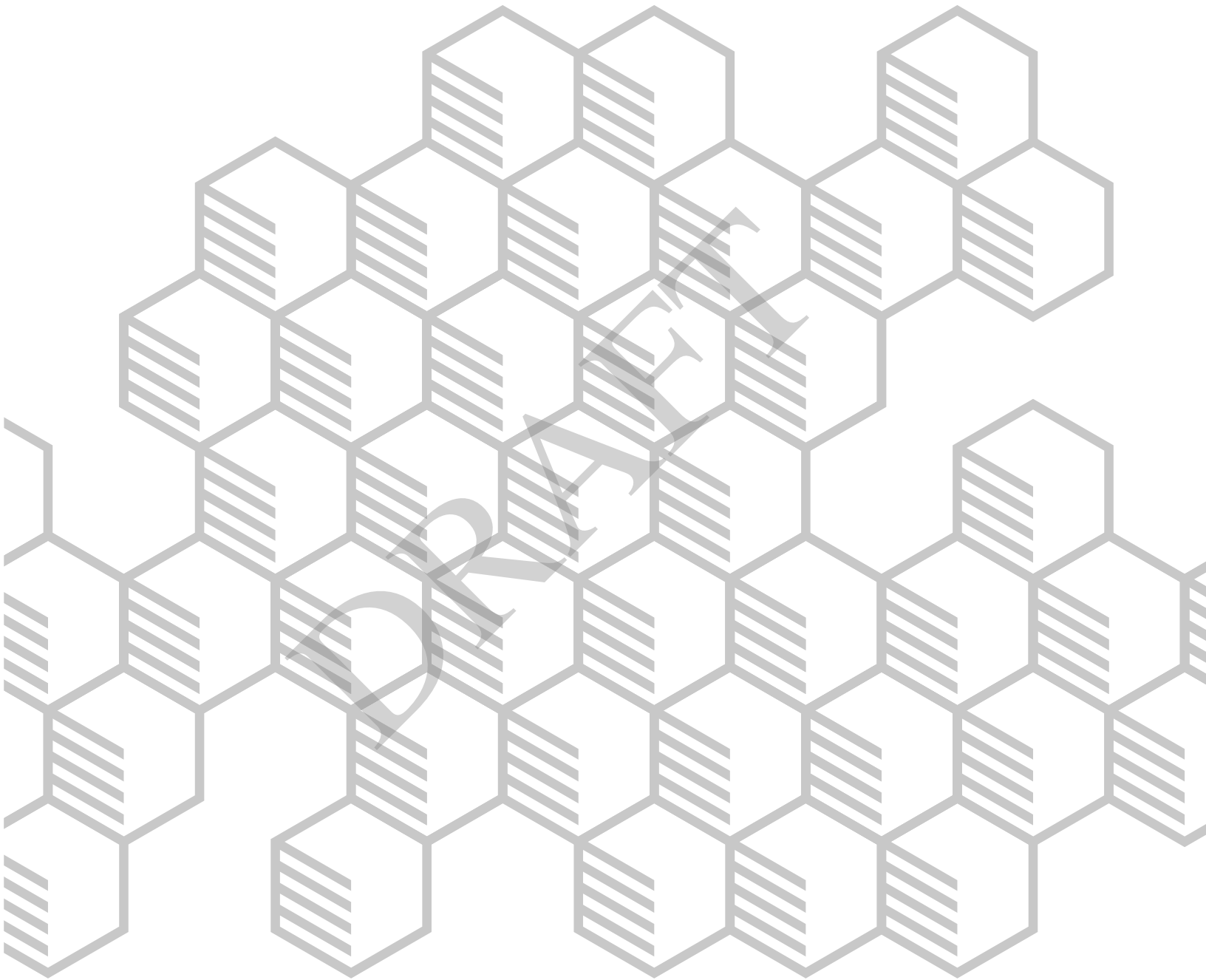
Number	Description	Revision	Issued Date	Received Date	Set
05500	MISCELLANEOUS METALS	1	06/07/22	06/10/22	100% CDs 220610
05700	ORNAMENTAL FENCING, GATES, AND GRILLES	1	06/07/22	06/10/22	100% CDs 220610
05800	MOTORIZED GATE OPERATOR (Swing Gate Operator w/ Controller)	1	06/07/22	06/10/22	100% CDs 220610
06 - Wood, Plastics, and Composites					
06100	ROUGH CARPENTRY	1	06/07/22	06/10/22	100% CDs 220610
06200	FINISH CARPENTRY	1	06/07/22	06/10/22	100% CDs 220610
07 - Thermal and Moisture Protection					
07050	MEMBRANE DAMPPROOFING	1	06/07/22	06/10/22	100% CDs 220610
07070	WATER REPELLENTS	1	06/07/22	06/10/22	100% CDs 220610
07115	BITUMINOUS DAMPROOFING	1	06/07/22	06/10/22	100% CDs 220610
07193	SLAB SHEET VAPOR BARRIERS	1	06/07/22	06/10/22	100% CDs 220610
07200	INSULATION	1	06/07/22	06/10/22	100% CDs 220610
07241	EIFS) EXTERIOR INSULATION AND FINISH SYSTEM	1	06/07/22	06/10/22	100% CDs 220610
07270	FIRESTOPPING	1	06/07/22	06/10/22	100% CDs 220610
07411	METAL ROOF PANELS	1	06/07/22	06/10/22	100% CDs 220610
07621	FLASHING AND SHEET METAL	1	06/07/22	06/10/22	100% CDs 220610
07811	SPRAY-ON FIRE RESISTANT MATERIAL	1	06/07/22	06/10/22	100% CDs 220610
07841	THROUGH-PENETRATION FIRESTOP SYSTEMS	1	06/07/22	06/10/22	100% CDs 220610
07920	SEALANTS AND CAULKING	1	06/07/22	06/10/22	100% CDs 220610
08 - Openings					
08100	HOLLOW METAL DOORS AND FRAMES	1	06/07/22	06/10/22	100% CDs 220610
08200	WOOD COMPOSITION AND WOOD DOORS	1	06/07/22	06/10/22	100% CDs 220610
08300	SPECIAL DOORS AND ACCESS PANELS	1	06/07/22	06/10/22	100% CDs 220610
08347	SPECIALTY SOUND DOORS	1	06/07/22	06/10/22	100% CDs 220610
08350	SPECIAL ROLL-DOWN SHUTTERS	1	06/07/22	06/10/22	100% CDs 220610
08400	ALUMINUM STOREFRONT & CURTAIN WALL SYSTEM & OPERABLE WINDOW UNITS	1	06/07/22	06/10/22	100% CDs 220610
08625	TUBULAR DAYLIGHTING SYSTEM (Central Receiving)	1	06/07/22	06/10/22	100% CDs 220610
08700	DOOR FINISH HARDWARE	0	06/17/22	06/17/22	Addendum #2
08711	AUTOMATIC DOOR OPERATOR	1	06/07/22	06/10/22	100% CDs 220610
08800	GLASS AND GLAZING	1	06/07/22	06/10/22	100% CDs 220610
09 - Finishes					
09110	LATH AND STUCCO	1	06/07/22	06/10/22	100% CDs 220610
09111	METAL STUD FRAMING SYSTEM	1	06/07/22	06/10/22	100% CDs 220610
09260	GYPSUM DRYWALL FINISHING SYSTEM	1	06/07/22	06/10/22	100% CDs 220610
09311	CERAMIC TILE AND MARBLE SADDLES	1	06/07/22	06/10/22	100% CDs 220610
09500	ACOUSTICAL CEILING GRID SYSTEM	1	06/07/22	06/10/22	100% CDs 220610
09510	ACOUSTICAL TILE	1	06/07/22	06/10/22	100% CDs 220610

Number	Description	Revision	Issued Date	Received Date	Set
09520	ACOUSTICAL AND DIFFUSER PANELS	1	06/07/22	06/10/22	100% CDs 220610
09521	SITE-FABRICATED ACOUSTICAL WALL SYSTEMS	1	06/07/22	06/10/22	100% CDs 220610
09650	RESILIENT FLOORING	1	06/07/22	06/10/22	100% CDs 220610
09655	EPOXY FLOORING	1	06/07/22	06/10/22	100% CDs 220610
09680	CARPET	1	06/07/22	06/10/22	100% CDs 220610
09900	PAINTING	1	06/07/22	06/10/22	100% CDs 220610
10 - Specialties					
10110	VISUAL DISPLAY SURFACES	1	06/07/22	06/10/22	100% CDs 220610
10200	LOUVERS	1	06/07/22	06/10/22	100% CDs 220610
10260	CORNER GUARDS	1	06/07/22	06/10/22	100% CDs 220610
10500	STORAGE LOCKERS	1	06/07/22	06/10/22	100% CDs 220610
10522	FIRE SAFETY	1	06/07/22	06/10/22	100% CDs 220610
10530	PRE-ENGINEERED WALKWAY AND PAVILION COVERS	1	06/07/22	06/10/22	100% CDs 220610
10800	TOILET ROOM PARTITIONS	1	06/07/22	06/10/22	100% CDs 220610
10810	TOILET ROOM SPECIALTIES	1	06/07/22	06/10/22	100% CDs 220610
10870	WINDOW COVERINGS	0	06/07/22	06/07/22	100% CDs 220610
10950	MISCELLANEOUS SPECIALTIES	1	06/07/22	06/10/22	100% CDs 220610
11 - Equipment					
11060	THEATRICAL CURTAINS & TRACK SYSTEM	1	06/07/22	06/10/22	100% CDs 220610
11230	FOOD SERVICE EQUIPMENT	2	06/17/22	06/17/22	Addendum #2
11400	RESIDENTIAL & LIGHT COMMERCIAL KITCHEN EQUIPMENT	1	06/07/22	06/10/22	100% CDs 220610
12 - Furnishings					
12321	PLASTIC LAMINATE CLADDED CASEWORK	1	06/07/22	06/10/22	100% CDs 220610
12355	WOOD LABORATORY CASEWORK AND EQUIPMENT	0	06/07/22	06/07/22	100% CDs 220610
12485	ENTRANCE FLOOR MATS AND FRAMES	1	06/07/22	06/10/22	100% CDs 220610
13 - Special Construction					
13100	LIGHTNING PROTECTION	1	06/07/22	06/10/22	100% CDs 220610
13310	TENSILE SHADE / SAIL STRUCTURES	1	06/07/22	06/10/22	100% CDs 220610
15 - Mechanical					
15010	MECHANICAL REQUIREMENTS	2	06/07/22	06/10/22	100% CDs 220610
15030	ELECTRICAL REQUIREMENTS	2	06/07/22	06/10/22	100% CDs 220610
15050	BASIC MATERIALS AND METHODS	2	06/07/22	06/10/22	100% CDs 220610
15055	BASIC PIPING MATERIALS AND METHODS	2	06/07/22	06/10/22	100% CDs 220610
15100	VALVES	2	06/07/22	06/10/22	100% CDs 220610
15135	METERS AND GAGES	2	06/07/22	06/10/22	100% CDs 220610
15145	HANGERS AND SUPPORTS	2	06/07/22	06/10/22	100% CDs 220610
15200	VIBRATION ISOLATION AND SOUND CONTROL	2	06/07/22	06/10/22	100% CDs 220610

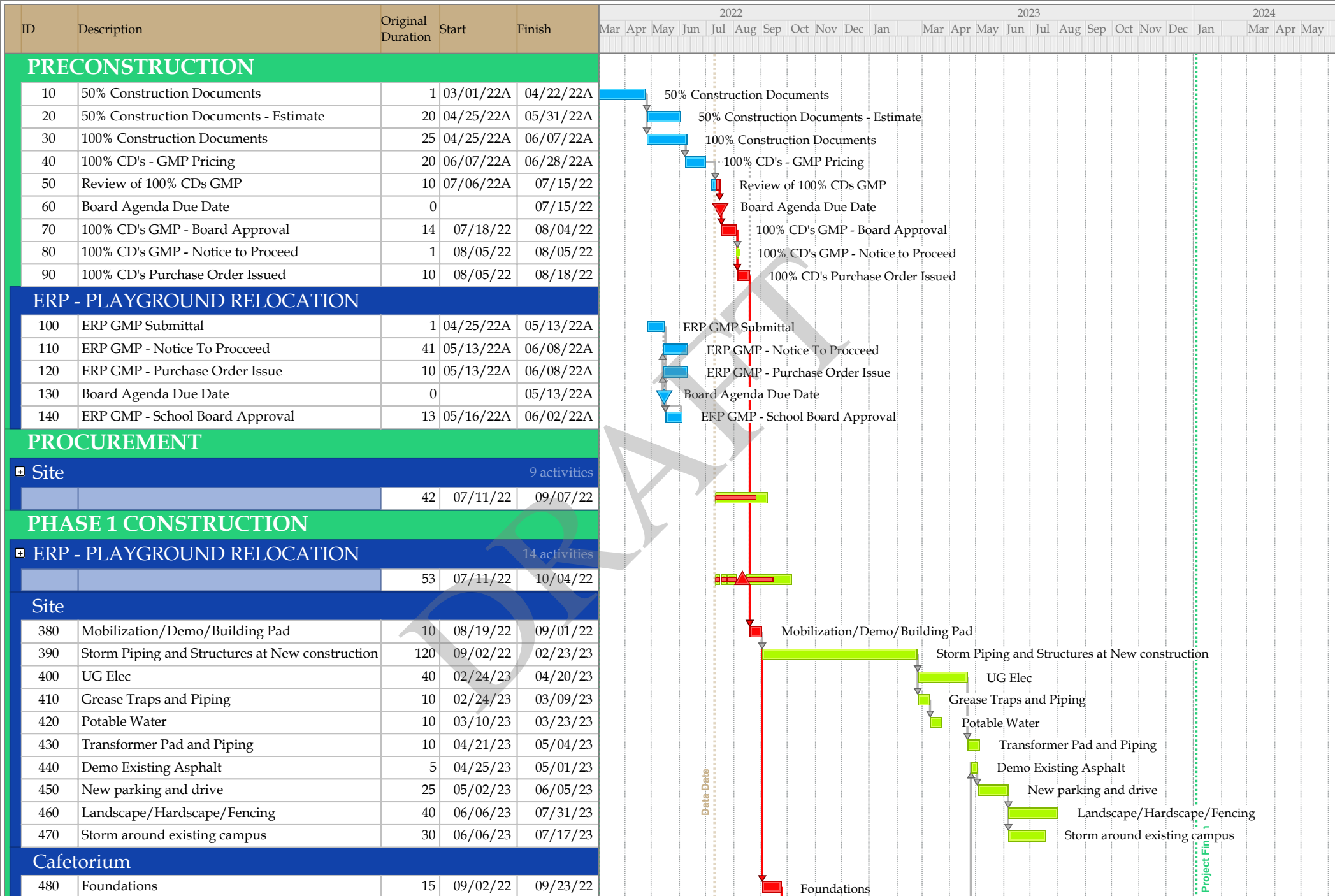
Number	Description	Revision	Issued Date	Received Date	Set
15250	MECHANICAL INSULATION	2	06/07/22	06/10/22	100% CDs 220610
15410	PLUMBING PIPING	2	06/07/22	06/10/22	100% CDs 220610
15430	PLUMBING SPECIALTIES	2	06/07/22	06/10/22	100% CDs 220610
15440	PLUMBING FIXTURES	2	06/07/22	06/10/22	100% CDs 220610
15469	WATER SOFTENERS	2	06/07/22	06/10/22	100% CDs 220610
15488	LIQUEFIED PETROLEUM GAS SYSTEMS	2	06/07/22	06/10/22	100% CDs 220610
15500	FIRE PROTECTION	2	06/07/22	06/10/22	100% CDs 220610
15510	HYDRONIC PIPING	2	06/07/22	06/10/22	100% CDs 220610
15511	PREINSULATED PIPING (STEEL	2	06/07/22	06/10/22	100% CDs 220610
15540	HVAC PUMPS	2	06/07/22	06/10/22	100% CDs 220610
15670	CHEMICAL TREATMENT	2	06/07/22	06/10/22	100% CDs 220610
15683	AIR COOLED SCROLL CHILLERS	2	06/07/22	06/10/22	100% CDs 220610
15725	MODULAR INDOOR AIR HANDLING UNITS	2	06/07/22	06/10/22	100% CDs 220610
15850	SUPPLY AND EXHAUST FANS	2	06/07/22	06/10/22	100% CDs 220610
15891	DUCTWORK	2	06/07/22	06/10/22	100% CDs 220610
15900	CONTROLS	2	06/07/22	06/10/22	100% CDs 220610
15910	DUCTWORK ACCESSORIES	2	06/07/22	06/10/22	100% CDs 220610
15932	AIR OUTLETS AND INLETS	2	06/07/22	06/10/22	100% CDs 220610
15933	VAV AIR TERMINALS	2	06/07/22	06/10/22	100% CDs 220610
15970	VARIABLE FREQUENCY DRIVES	2	06/07/22	06/10/22	100% CDs 220610
15990	TESTING, ADJUSTING, AND BALANCING	2	06/07/22	06/10/22	100% CDs 220610
15995	COMMISSIONING OF HVAC SYSTEMS	2	06/07/22	06/10/22	100% CDs 220610
16 - Electrical					
16050	BASIC ELECTRICAL MATERIALS AND METHODS	2	06/07/22	06/10/22	100% CDs 220610
16060	GROUNDING AND BONDING	2	06/07/22	06/10/22	100% CDs 220610
16075	ELECTRICAL IDENTIFICATION	2	06/07/22	06/10/22	100% CDs 220610
16120	CONDUCTORS AND CABLES	2	06/07/22	06/10/22	100% CDs 220610
16130	RACEWAYS AND BOXES	2	06/07/22	06/10/22	100% CDs 220610
16140	WIRING DEVICES	2	06/07/22	06/10/22	100% CDs 220610
16231	PACKAGED ENGINE GENERATOR	2	06/07/22	06/10/22	100% CDs 220610
16290	SURGE PROTECTION - LOW-VOLTAGE ELEC. CIRCUITS	2	06/07/22	06/10/22	100% CDs 220610
16410	ENCLOSED SWITCHES AND CIRCUIT BREAKERS	2	06/07/22	06/10/22	100% CDs 220610
16415	TRANSFER SWITCHES	2	06/07/22	06/10/22	100% CDs 220610
16420	ENCLOSED CONTROLLERS	2	06/07/22	06/10/22	100% CDs 220610
16430	SWITCHGEAR	2	06/07/22	06/10/22	100% CDs 220610
16441	SWITCHBOARDS	2	06/07/22	06/10/22	100% CDs 220610
16442	PANELBOARDS	2	06/07/22	06/10/22	100% CDs 220610

Number	Description	Revision	Issued Date	Received Date	Set
16443	MOTOR CONTROL CENTERS	2	06/07/22	06/10/22	100% CDs 220610
16461	DRY TYPE TRANSFORMERS (600V AND BELOW)	0	06/07/22	06/07/22	100% CDs 220610
16491	FUSES	2	06/07/22	06/10/22	100% CDs 220610
16511	INTERIOR LIGHTING	2	06/07/22	06/10/22	100% CDs 220610
16521	EXTERIOR LIGHTING	2	06/07/22	06/10/22	100% CDs 220610
16570	DIMMING/LOW VOTAGE CONTROLS AND RELAY PANELS	2	06/07/22	06/10/22	100% CDs 220610
16580	LOW VOLTAGE ELECTRICAL POWER CONDUCTORS	2	06/07/22	06/10/22	100% CDs 220610
16670	LIGHTNING PROTECTION	1	06/07/22	06/10/22	100% CDs 220610
16721	FIRE ALARM	3	06/17/22	06/17/22	Addendum #2
16722	INTRUSION DETECTION	3	06/17/22	06/17/22	Addendum #2
16723	INTERCOM AND PROGRAM EQUIPMENT	3	06/17/22	06/17/22	Addendum #2
16724	INTERCOMMUNICATION EQUIPMENT	3	06/17/22	06/17/22	Addendum #2
16740	PREMISE DISTRIBUTION SYSTEM	2	06/07/22	06/10/22	100% CDs 220610
16750	VOICE AND DATA COMMUNICATION CABLING	2	06/07/22	06/10/22	100% CDs 220610
16760	INTEGRATED AUDIO / VIDEO SYSTEM	2	06/07/22	06/10/22	100% CDs 220610
21 - Fire Suppression					
21-805	DRY TYPE TRANSFORMERS (600V AND BELOW)	0	04/21/22	04/25/22	50% CDs
99 - Unknown					

Section | 4



Milestone Schedule



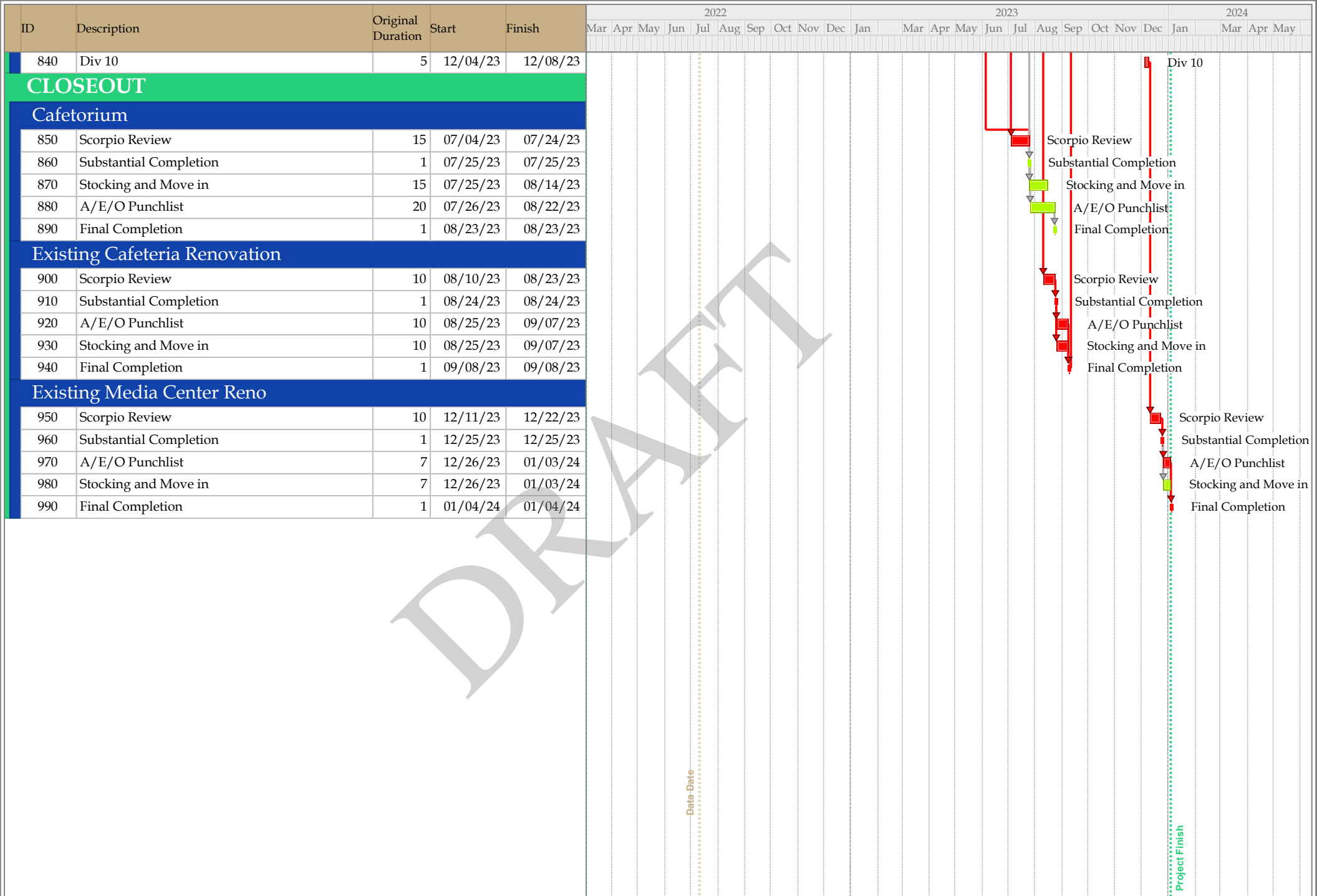
Start Date: 03/01/22
Finish Date: 01/04/24
Data Date: 07/11/22

Keystone Heights Elementary School
Phase 1 - 100% Documents
GMP Milestone Schedule

Page 293 of 506



Scorpio.



Start Date: 03/01/22
Finish Date: 01/04/24
Data Date: 07/11/22



Amendment II
to the "TERMS AND CONDITIONS OF AGREEMENT
BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA,
AND CONSTRUCTION MANAGER"

THIS AMENDMENT, made this 4th day of August, 2022, between **THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA** (hereinafter referred to as "Owner"), and **D.E. Scorpio Corporation, dba Scorpio** (hereinafter referred to as the "Construction Manager"),

WHEREAS, the parties herein, on February 3, 2022, entered into an Agreement wherein the **SCHOOL BOARD OF CLAY COUNTY, FLORIDA**, contracted with **D.E. SCORPIO CORPORATION** as constructor on an at-risk basis for construction of Keystone Heights Elementary School New Cafeteria/Classrooms, and

WHEREAS, Article II, Section 2.1, subsection H, of the **TERMS AND CONDITIONS OF AGREEMENT BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, AND CONSTRUCTION MANAGER** (hereinafter referred to as "TERMS"), requires that the construction manager submit its proposed guaranteed maximum price (hereinafter referred to as "GMP") to the owner, which GMP, if agreed to by the owner is to become an amendment to the **TERMS** agreement between the parties, and

WHEREAS, the Construction Manager has submitted the Bid Package #2 (Building Construction), attached hereto, and both parties agree to be bound by the terms therein, and

WHEREAS, the acceptance of the Bid Package #2 (Building Construction) requires the further amendment of the **TERMS**,

NOW, THEREFORE, the Owner and Construction Manager agree as follows:

The TERMS agreement is amended to include, in its entirety, the document entitled Bid Package # 2 (Building Construction) Guaranteed Maximum Price Proposal which reflects the GMP of \$21,108,760.00. The original of the GMP Proposal is attached hereto and incorporated herein.

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

**SCHOOL BOARD OF CLAY COUNTY,
FLORIDA**

By _____
MARY BOLLA
Board Chair

ATTEST:

WITNESS (as to the Board)

WITNESS (as to the Board)

By _____
David Broskie
Superintendent of Schools

**D.E. SCORPIO
CORPORATION**

By _____
Domenic Scorpio
President

WITNESS (as to Construction Manager)

Jessica MacLure

WITNESS (as to Construction Manager)

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

C25 - Pre-Qualification of Contractors

Description

Section 1013.46 of Florida Statutes requires School Boards to pre-qualify contractors prior to their being able to bid on construction projects for the district. The rules for pre-qualification are stipulated in the State Requirements for Educational Facilities (SREF). The attached list identifies the contractors to be approved this month. As this is an annual requirement, the attached list may contain both new contractors and contractors seeking to renew their pre-qualification status. Per Florida Statutes, only those contractors currently pre-qualified at the time of bidding may bid on a School Board construction project.

Gap Analysis

Contractor Pre-Qualification is an annual requirement.

Previous Outcomes

CCDS complies with contractor pre-qualification as required by Florida Statutes and SREF (State Requirements for Educational Facilities).

Expected Outcomes

CCDS will remain in compliance by certifying the contractors recommended for pre-qualification meet the requirements of Section 1013.46 FS, the State Requirements for Educational Facilities (SREF) and School Board Policy.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve the attached Contractor Pre-qualification list.

Contact

Dr. Michael Kemp, Director of Facility Planning and Construction, (904) 336-6824, michael.kemp@myoneclay.net
Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

📎 [Table for Board Backup Contractor Prequal, 8.4.22.pdf](#)

SBCC PRE-QUALIFIED CONTRACTORS

The following contractors are being submitted to the School Board for Contractor Pre-Qualification approval having met all requirements of Chapter 1013.46 F. S., as determined by the Pre-Qualification Committee consisting of Michael Kemp, Clayton Anderson, Bertie Staefe, Chris Deely-Isais and Beth Clark. The pre-qualification certification is valid for one year from the end of the month in which Board approval is obtained.

COMPANY	TRADE CATEGORY	BOND LIMIT	EXPIRATION DATE
The Blackledge Group, Inc.	Asbestos Consultant	\$1,000,000.00	August 31, 2023

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

D1 - Public Hearing to Approve as Advertised Amendment to School Board Human Resources Policy 2.02 (Application and Recruitment) to add 2.02E. (Unlawful Employment Practices) and the creation of School Board Policy 4.66 (Prohibition Against Discrimination; Required Instruction)

Description

The Florida legislature, on March 10, 2022, passed House Bill 7, which bill was approved by the Governor on April 22, 2022 and was filed with the Secretary of State on April 22, 2022 as Laws of Florida Ch. 2022-72. Said bill added requirements for each school board throughout the State of Florida to amend policies and procedures to further define unlawful employment practices (F.S. 760.10) and delineate both prohibited and required instruction. The requirements of this legislation take effect on July 1, 2022. The School Board Policy amendments and additions set forth herein meet the requirements of the legislation and provide for further definition and implementation by the Superintendent through the establishment of procedures promulgated through his office. The attached Policies, created to accomplish the legislative requirements by the set deadline, were adopted on an emergency basis on June 30, 2022 because there was insufficient time to comply with the full adoption process required by Sec. 120.54, Fla. Statutes. Because they meet the definition of a "Rule" they were required to be approved by the School Board prior to implementation. Florida law provides that a Rule adopted by emergency procedures shall not be effective for more than 90 days during which time the School Board may initiate and complete rulemaking to adopt a rule addressing the subject of the emergency rule if it wishes the rule to extend beyond 90 days. This process requires publication of notice of adoption and a public hearing.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Proposed policy was advertised and is being submitted to the public for comment, and to the Board for public hearing and consideration in the manner contemplated by the Administrative Procedures Act.

Strategic Plan Goal

Provide FAPE to all students of the free public schools operated by the School Board of Clay County, Florida in compliance with the requirements of the Florida legislature.

Recommendation

Hold public hearing and adopt the attached Policies which have been previously adopted by emergency rulemaking procedures.

Contact

David S. Broskie, Superintendent of Schools; J. Bruce Bickner, School Board Attorney

Financial Impact

Undetermined at this time. It is believed that the approval of the Policies is necessary to meet the requirements of the legislation described herein.

Review Comments

Attachments

- 🔗 [Policy 2.02E \(H.B.7_ F.S. 760.10 as amended\) \(3\).pdf](#)
- 🔗 [Proposed Policy 4.66 \(H.B. 7_F.S. \(4\) \(3\).pdf](#)
- 🔗 [Legal Adv PH Notice for SB Policies 2.02E and 4.66.pdf](#)

2.02 APPLICATION/RECRUITMENT

E. Unlawful Employment Practices

1. Subjecting any individual, as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that espouses, promotes, advances, inculcates, or compels such individual to believe any of the following concepts constitutes discrimination based upon race, color, sex or national origin under this section. This section does not replace but merely amplifies the principal of non-discrimination set forth in Section “A” above. The following are examples of specific concepts, attitudes, and/or beliefs which are prohibited as conditions of employment:

a. Members of one race, color, sex, or national origin are morally superior to members of another race, color, sex, or national origin.

b. An individual, by virtue of his or her race, color, sex, or national origin, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.

c. An individual’s moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, sex, or national origin.

d. Members of one race, color, sex, or national origin cannot and should not attempt to treat others without respect to race, color, sex, or national origin.

e. An individual, by virtue of his or her race, color, sex, or national origin, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, sex, or national origin.

f. An individual, by virtue of his or her race, color, sex, or national origin, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.

g. An individual, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the individual played no part, committed in the past by other members of the same race, color, sex, or national origin.

h. Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, sex, or national origin to oppress members of another race, color, sex, or national origin.

2. Paragraph 1, including all subparts, may not be construed to prohibit discussion of the concepts listed therein as part of a course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.

4.66 Prohibition Against Discrimination; Required Instruction

A. It shall constitute discrimination on the basis of race, color, sex or national origin under this section to subject any student, regardless of grade level, to training or instruction that espouses, promotes, advances, inculcates or compels such student to believe any of the following concept:

1. Members of one race, color, sex, or national origin are morally superior to members of another race, color, sex, or national origin.

2. A person, by virtue of his or her race, color, sex, or national origin, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.

3. A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, sex, or national origin.

4. Members of one race, color, sex, or national origin cannot and should not attempt to treat others without respect to race, color, sex, or national origin.

5. A person, by virtue of his or her race, color, sex, or national origin, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, sex, or national origin.

6. A person, by virtue of his or her race, color, sex, or national origin, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.

7. A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the individual played no part, committed in the past by other members of the same race, color, sex, or national origin.

8. Virtues, such as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members

of a particular race, color, sex, or national origin to oppress members of another race, color, sex, or national origin.

B. Paragraph A, including all subparts, may not be construed to prohibit discussion of the concepts listed therein as part of a course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.

C. Teaching the history of African Americans, at all grade levels and in an age appropriate manner, including the history of African peoples before the political conflicts that led to the development of slavery; the passage to America; the enslavement experience; abolition; and the history and contributions of Americans of the African diaspora to society, shall be guided by the following principles:

1. Students shall be exposed to and develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

2. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation.

3. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances.

4. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws.

5. Classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in the state academic standards.

6. The District shall incorporate standards and curriculum prepared and offered by the Florida Department of Education for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

D. Comprehensive, age appropriate and developmentally appropriate K-12 health education shall include health education concepts presented as follows:

1. For students in grades 7 through 12, instruction on teen dating violence and abuse. This component must include but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

2. For students in grades 6 through 12, instruction shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

3. For students in all grade levels life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- (a) Self-awareness and self-management.
- (b) Responsible decision making.
- (c) Resiliency.
- (d) Relationship skills and conflict resolution.
- (e) Understanding and respecting other viewpoints and backgrounds.

4. For grades 9 through 12, instruction shall include:

- (a) Developing leadership skills, interpersonal skills, organization skills, and research skills;
- (b) Creating a resume, including a digital resume;
- (c) Exploring career pathways;
- (d) Using state career planning resources;
- (e) Developing and practicing the skills necessary for employment interviews;
- (f) Workplace ethics and workplace law;
- (g) Managing stress and expectations;
- (h) Self-motivation.

5. Health education and life skills instruction and materials may not contradict the principles enumerated in D2.

E. Instruction and supporting materials on the topics enumerated in this Policy must be consistent with the following principles of individual freedom:

1. No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
2. No race is inherently superior to another race.
3. No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
4. Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
5. A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.

6. A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws.

Classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

The District shall incorporate standards and curriculum prepared and offered by the State Board of Education for the instruction required by this paragraph. The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of subsection E of this Policy.

**SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING
TO ADOPT REVISIONS TO SCHOOL BOARD POLICY 2.02 (Application
and Recruitment) TO ADD 2.02E (Unlawful Employment Practices)
AND THE CREATION OF SB POLICY 4.66 (Prohibition Against
Discrimination; Required Instruction)**

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approved, on June 30, 2022, the advertisement of revisions to SB Policy 2.02 (Application and Recruitment) to add 2.02E (Unlawful Employment Practices) and the creation of SB Policy 4.66 (Prohibition Against Discrimination; Required Instruction).

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 revisions to SB Policy 2.02E and 4.66 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 30, 2022. 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 revisions to SB Policy 2.02E and 4.66 under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

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

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

Public Hearing: The Board intends to formally adopt the revisions to SB Policy 2.02E (Unlawful Employment Practices) and 4.66 (Prohibition Against Discrimination; Required Instruction) following a public hearing. ***The public hearing shall be held on Thursday, August 4, 2022***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net 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 4, 2022 - Regular School Board Meeting

Title

D2 - Public Hearing to Approve as Advertised the Creation and Implementation of School Board Policy 1.15 (Parental Rights and Student Welfare)

Description

The Florida legislature, on March 8, 2022, passed House Bill 1557, which bill was approved by the Governor on March 28, 2022 and was filed with the Secretary of State on March 28, 2022 as Laws of Florida Ch. 2022-22. Said bill added requirements for each school board throughout the State of Florida to amend policies and procedures to further define the fundamental rights of parents of students by requiring notification of parents upon the occurrence of certain conditions, to restrict the adoption of procedures which prohibit school personnel from notifying parents of students in instances in which students mental or physical health or personal wellbeing is at risk or which procedures have the effect of discouraging students to withhold information from their parents. The legislation does provide for withholding information from parents when, in the judgment of the disclosure would result in the neglect, abuse or abandonment of the student by the parent. The legislation prohibits classroom instruction of certain parties on matters of gender orientation or identity, requires standardized training to be provided to school district personnel, requires parental notification of specific healthcare services, requires school districts to obtain written permission prior to administration of healthcare procedures, requires school districts to resolve concerns of parents or to notify parents as to why the concerns were not resolved, allows a parent whose concerns were not resolved to seek a hearing before a special magistrate to resolve the parental concerns through the State Board of Education at the expense of the District and provides for suit by the parents against the District to seek injunctive relief, damages and court costs and attorney's fees. The requirements of this legislation take effect on July 1, 2022. The School Board Policy additions set forth herein meet the requirements of the legislation and provide for further definition and implementation by the Superintendent through the establishment of procedures promulgated through his office. The attached Policy, created to accomplish the legislative requirements by the set deadline, was adopted on an emergency basis on June 30, 2022 because there was insufficient time to comply with the full adoption process required by Sec. 120.54, Fla. Statutes. Because they meet the definition of a "Rule" they were required to be approved by the School Board prior to implementation. Florida law provides that a Rule adopted by emergency procedures shall not be effective for more than 90 days during which time the School Board may initiate and complete rulemaking to adopt a rule addressing the subject of the emergency rule if it wishes the rule to extend beyond 90 days. This process requires publication of notice of adoption and a public hearing.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

The proposed rule/policy was advertised and is being submitted to the public for comment and to the Board for public hearing and consideration in the manner contemplated by the Administrative Procedures Act.

Strategic Plan Goal

Provide FAPE to all students of the free public schools operated by the School Board of Clay County, Florida in compliance with the requirements of the Florida legislature.

Recommendation

Hold public hearing and adopt the attached Policy which has been previously adopted by emergency rulemaking procedures.

Contact

David S. Broskie, Superintendent of Schools; J. Bruce Bickner, School Board Attorney

Financial Impact

Undetermined at this time. It is believed that the approval of the Policy is necessary to meet the requirements of the legislation described herein.

Review Comments**Attachments**

- 🔗 [Policy for H.B. 1557 \(2022\)and H.B 241 \(2021\) and docx \(1\).docxFINAL.pdf](#)
- 🔗 [Legal Adv. PH Notice for SB Policy 1.15.pdf](#)

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1.15 PARENTAL RIGHTS AND STUDENT WELFARE

A. All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the School Board or any of its agents, employees, or volunteers. Such parental rights are enumerated in Florida Statutes 1002.20, 1042(8), and 1014.04. Those parental rights listed in 1014.04 include, but are not limited to, all of the following rights of a parent of a minor child enrolled as a student in Clay District Schools:

1. The right to direct the education and care of his or her minor child.
2. The right to direct the upbringing and the moral or religious training of his or her minor child.
3. The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his or her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.
4. The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.
5. The right to make health care decisions for his or her minor child, unless otherwise prohibited by law.
6. The right to access and review all medical records of his or her minor child, unless prohibited by law or if the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement agency or official requests that the information not be released.
7. The right to consent in writing before a biometric scan of his or her minor child is made, shared, or stored.
8. The right to consent in writing before any record of his or her minor child's blood or deoxyribonucleic acid (DNA) is created, stored, or shared, except as required by general law or authorized pursuant to a court order.

9. The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following purposes:

(a) A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;

(b) A purpose related to a legitimate academic or extracurricular activity;

(c) A purpose related to regular classroom instructions;

(d) Security or surveillance of buildings or grounds; or

(e) A photo identification card.

10. The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

B. The parental rights listed in F.S.1001.42(8)(c)1 as set forth in Laws of Florida 2022-22 include, but are not limited to, all of the following rights of a parent of a minor child enrolled as a student in Clay District Schools:

1. School District personnel shall notify a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student.

2. School District personnel are required to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent.

3. School district personnel may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

4. School District Policies, Procedures and Student support forms may not prohibit school district personnel from notifying a parent about his or her student's mental, emotional, or physical health or well-being, or a change in related services or monitoring, or that encourage or have the effect of encouraging a student to withhold from a parent such information.

5. The Superintendent of Schools, by and through his designated administrators, shall draft procedures to implement the forgoing policies (1 through 4) by reinforcing the fundamental rights of parents to make decisions regarding the up-bringing and control of their children.

6. Nothing contained in this policy or any procedures drafted to implement this policy shall prohibit School District personnel from adopting procedures that permit school personnel to withhold such information from a parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect, as those terms are defined in s. 39.01 Florida Statutes.

7. Nothing contained in this policy or any procedures drafted to implement this policy shall prohibit, or be construed to prohibit, parents from accessing any of their student's education and health records created, maintained, or used by the school district, as required by s. 1002.22(2).

8. Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.

9. Student support services training developed or provided by a school district to school district personnel must adhere to student services guidelines, standards, and frameworks established by the Department of Education.

10. At the beginning of the school year, the school district shall notify parents of each healthcare service offered at their student's school and the option to withhold consent or decline any specific service. Parental consent to a health care service does not waive the parent's right to access his or her student's

educational or health records or to be notified about a change in his or her student's services or monitoring as provided by this paragraph.

11. Before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, the school district must provide the questionnaire or health screening form to the parent and obtain the permission of the parent to proceed with the administration of the questioning.

12. The Superintendent of Schools, or his designee, shall adopt procedures for a parent to notify the principal, or his or her designee, regarding concerns about the implementation of any part of this entire Policy or its associated procedures at his or her student's school and the process for resolving those concerns within 7 calendar days after notification by the parent.

a. At a minimum, the procedures must require that within 30 days after notification by the parent that the concern remains unresolved, the school district must either resolve the concern or provide a statement of the reasons for not resolving the concern.

b. If a concern is not resolved by the school district, a parent may either:

(1) Request the Commissioner of Education to appoint a special magistrate who is a member of The Florida Bar in good standing and who has at least 5 years' experience in administrative law.

The special magistrate shall determine facts relating to the dispute over the school district policy or procedure/practice, consider information provided by the school district, and render a recommended decision for resolution to the State Board of Education within 30 days after receipt of the request by the parent.

The State Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting that is more than 7 calendar days and no more than 30 days after the date the recommended decision is transmitted.

The costs of the special magistrate shall be borne by the school district.

(2) Bring a legal action against the School Board of Clay County, Florida to obtain a declaratory judgment that the school district procedure/practice violates this Policy and seek injunctive relief.

The court may award damages and shall award reasonable attorney fees and court costs to a parent who receives declaratory or injunctive relief.

c. Each school district shall adopt policies to notify parents of the procedures required under this subparagraph.

d. Nothing contained in this subparagraph shall be construed to abridge or alter rights of action or remedies in equity already existing under the common law or general law.

C. As used in this policy, the term “Parent” shall be defined to include a natural or adopted parent, step-parent, legal guardian, state agency appointed as a child’s guardian or any other individual or entity designated by applicable law as “the parent”.

D. Nothing contained in this Policy or in procedures drafted to implement this Policy, shall require any School District personnel to inform a parent of communications between a student and school personnel if it is determined:

1. That the student, after being encouraged to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent, indicates an unwillingness or outright refusal to enter into discussion with his/her parents concerning those matters about which the student communicated with School District personnel, and

2. That there is no change in the student’s services or monitoring related to the student’s mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for the student, or

3. Information has been disclosed to the School District personnel by the student or other individual(s) which would cause a reasonably prudent person to believe that disclosure of the communicated information to a parent would result in abuse, abandonment, or neglect, as those terms are defined in s. 39.01 Florida Statutes.

References: Florida Statutes 39.01; 1002.42; 1002.20; 1014.04; Laws of Florida 2022-22; Laws of Florida 2021-199;

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SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING TO ADOPT REVISIONS TO SCHOOL BOARD POLICY 1.15 (Parental Rights and Student Welfare)

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approved, on June 30, 2022, the advertisement of revisions to SB Policy 1.15 (Parental Rights and Student Welfare).

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 revisions to SB Policy 1.15 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 30, 2022. 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 revisions to SB Policy 1.15 under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

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

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

Public Hearing: The Board intends to formally adopt the revisions to SB Policy 1.15 following a public hearing. *The public hearing shall be held on Thursday, August 4, 2022*, during the course of the Board's regular meeting, which begins *at 6:00 p.m.* and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net 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 4, 2022 - Regular School Board Meeting

Title

D3 - Human Resources Special Action A

Description

Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

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

Recommendation

Approve the action as presented.

Contact

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

Financial Impact

None

Review Comments**Attachments**

School Board of Clay County

August 4, 2022 - Regular School Board Meeting

Title

D4 - Approval to Advertise and Notice of Public Hearing to Approve amendment to School Board Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as contained in School Board Policies 4.44C and 4.45F respectively

Description

The Florida legislature, on March 8, 2022, passed House Bill 1467, which bill was approved by the Governor on March 25, 2022 and was filed with the Secretary of State on March 25, 2022 as Laws of Florida Ch. 2022-21. Said bill added requirements for each school board throughout the State of Florida to amend policies and procedures to further define training for school district media personnel, the review and approval of all publications maintained in the district's school media centers, inclusion of the public generally and parents of district students specifically in the review and approval of said publications, and increase the public participation in, the transparency of selection of and the website availability of all instructional materials intended to be used by the school district prior to purchase of said materials while noting the objections to specific materials and listing those which have been removed or discontinued. The requirements of this legislation take effect on July 1, 2022. The School Board Procedural Manual amendments and additions set forth herein meet the requirements of the legislation and provide for further definition and implementation by the Superintendent through the establishment of procedures promulgated through his office. This process requires publication of notice of adoption and a public hearing.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Approval of this item will allow the School Board to advertise the proposed adoption and public hearing of the previously adopted Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as contained in School Board Policies 4.44C and 4.45F respectively, which will then lead to the consideration of adoption of said Manuals by the School Board after the appropriate public hearing. The Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as contained in School Board Policies 4.44C and 4.45F respectively, will be advertised, submitted to the public for comment and to the Board for public hearing and consideration in the manner contemplated by the Administrative Procedures Act.

Strategic Plan Goal

Provide FAPE to all students of the free public schools operated by the School Board of Clay County, Florida in compliance with the requirements of the Florida legislature.

Recommendation

Approve the advertisement and notice of public hearing for the attached Manual of Procedures for Media Services and The Handbook of Instructional Materials Procedures as contained in School Board Policies 4.44C and 4.45F respectively.

Contact

David S. Broskie, Superintendent of Schools; J. Bruce Bickner, School Board Attorney

Financial Impact

Undetermined at this time. It is believed that the approval of the Policies is necessary to meet the requirements of the legislation described herein.

Review Comments

Attachments

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**SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING
TO ADOPT REVISIONS TO SCHOOL BOARD MANUAL OF PROCEDURES
FOR MEDIA SERVICES & THE HANDBOOK OF INSTRUCTIONAL
MATERIALS PROCEDURES AS CONTAINED IN SB POLICIES 4.44C AND
4.45F RESPECTIVELY**

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of revisions to School Board Manual of Procedures for Media Services & The Handbook of Instructional Materials Procedures as contained in SB Policies 4.44C and 4.45F respectively.

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 revisions to School Board Manual of Procedures for Media Services & The Handbook of Instructional Materials Procedures 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 4, 2022. 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 revisions to School Board Manual of Procedures for Media Services & The Handbook of Instructional Materials Procedures under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

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

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

Public Hearing: The Board intends to formally adopt the revisions to School Board Manual of Procedures for Media Services & The Handbook of Instructional materials Procedures as contained in SB Policies 4.44C and 4.45F respectively following a public hearing. ***The public hearing shall be held on Thursday, September 8, 2022***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net 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 4, 2022 - Regular School Board Meeting

Title

D5 - Public Hearing to Approve as Advertised Modifications to the 2021-2022 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 2021-2022 SPP was reviewed and amended. The newly added language is in accordance with state law. Without approval of the proposed changes to the 2021-2022 SPP, the district will not be in compliance with Florida Statute.

Previous Outcomes

The district is currently following the 2021-2022 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 for the proposed revisions to the 2021-2022 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 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 Clay County School Board approve the revisions as advertised for the Student Progression Plan 2022 - 2023.

Contact

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

Financial Impact

None

Review Comments

Attachments

- ☞ [Student Progression Plan 2022 - 2023_redlined DRAFT.pdf](#)
- ☞ [Student Progression Plan 2022 - 2023 Un-redlined DRAFT.pdf](#)
- ☞ [Rationale for 22-23 SPP Changes.pdf](#)
- ☞ [Legal Adv PH Notice_2022-2023 Student Progression Plan.pdf](#)



STUDENT PROGRESSION PLAN

2021²- 2022³

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TABLE OF CONTENTS

INTRODUCTION	7
FLORIDA STATE ACADEMIC STANDARDS	7
GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT, AND PLACEMENT.....	7
STATEWIDE STUDENT ASSESSMENT PROGRAM	9
GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS.....	9
MILITARY FAMILIES AND TRANSFERS	11
TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT	11
ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES.....	12
GRADUATION OF CHILDREN FROM MILITARY FAMILIES	13
ELIGIBILITY	13
OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION	13
ATTENDANCE.....	14
HABITUAL TRUANCY	15
EXCUSED/UNEXCUSED ABSENCES	16
ELEMENTARY EDUCATION (K-6)	18
ADMISSION AND DISTRICT REQUIREMENTS.....	18
TRANSFER DISTRICT REQUIREMENTS	20
ELEMENTARY INSTRUCTION.....	22
PHYSICAL EDUCATION AND RECESS	22
REGULAR PROGRAM.....	23
HOMEWORK (SDCC Policy 4.40)	23
READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25). ..	23
STATEWIDE ASSESSMENTS (F.S. 1008).....	25
LOCAL ASSESSMENTS	26
ELIGIBILITY FOR ALTERNATE ASSESSMENT	26
FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES	26
GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS (ELL).....	28
REPORTING PUPIL PROGRESS.....	28
REPORT CARDS - F.S. 1003.33	28
REPORT CARDS K-1.....	29
REPORT CARDS 2-6.....	30

HONOR ROLL (GRADES 2-6 ONLY).....	30
ELEMENTARY GRADE PLACEMENT K-6	31
MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)	31
PROMOTION.....	31
PROMOTION (K-2, 4-6).....	32
DETERMINATION REGARDING PROMOTION	34
PROMOTION TO FOURTH GRADE.....	34
STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD	
GRADERS — RULE 6A-1.094222	41
DETERMINATION REGARDING PROMOTION	42
ACCELERATION	42
STUDENTS WITH DISABILITIES covered in grade 4 promotion section	43
REMEDIAL covered in interventions, out-dated info.....	44
REMEDIAL K-6	44
SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE)	44
SIXTH GRADE FAST TRACK PROGRAM.....	45
RETENTION	45
GENERAL REQUIREMENTS	45
MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25) Bianca	46
EXEMPTION FOR GOOD CAUSE	48
GOOD CAUSE EXEMPTIONS FOR GRADE 3 Bianca	48
PRINCIPAL’S RESPONSIBILITY — GOOD CAUSE (F.S. 1008.25) Bianca	49
PROMOTION (K-2, 4-6) Bianca	49
EXTENDED DAY PROGRAMS.....	51
DEFINITION	51
STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER	
READING CAMP	51
REQUIRED PROGRAM OF STUDY K-6 duplicated info.....	52
SPECIAL PROGRAMS AVAILABLE	52
TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES ...	52
VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)	52
SECONDARY EDUCATION.....	54
ARTICULATED ACCELERATION	54
ASSESSMENT EXEMPTION	55
BRIGHT FUTURES SCHOLARSHIP PROGRAM.....	55

SERVICE HOURS	56
CALCULATING GRADES AND GRADE POINT AVERAGE.....	58
COLLEGE READY TEST SCORES.....	58
CORRESPONDENCE COURSES.....	59
JUNIOR HIGH SCHOOL COURSE SEQUENCING	59
COURSE SUBSTITUTIONS	60
CREDIT ACCELERATION PROGRAM (CAP)	61
DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES	62
END-OF-COURSE (EOC) EXAMS	62
FLORIDA SEAL OF BILITERACY	64
FOREIGN EXCHANGE STUDENT GUIDELINES	65
GRADE FORGIVENESS “D” AND “F”	66
GRADING SCALE	66
GRADUATION EXERCISES/DIPLOMAS	67
GRADUATION OPTIONS	68
GRADUATION REQUIREMENT: CPR TRAINING	74
STATE REQUIRED INSTRUCTION Roger	74
HOME EDUCATION	75
HONOR ROLL.....	77
INTERIM REPORTS	77
INTERSCHOLASTIC PARTICIPATION.....	77
OFFENSES AGAINST INTELLECTUAL PROPERTY	78
PERFORMANCE STANDARDS	78
PHYSICAL EDUCATION.....	78
PROMOTION AND RETENTION.....	78
PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS	80
PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS	82
READING AND MATH REMEDIATION – BIANCA TO REVISE.....	83
SCHEDULE CHANGES.....	84
SEMESTER EXAMS	84
SPECIAL CONSIDERATIONS.....	85
SUMMER SCHOOL: CREDIT RECOVERY/GRADE FORGIVENESS	85
TERMINATION OF SCHOOL PLACEMENT AT AGE 16	86
TRANSFERRING STUDENT	86

TRANSFER STUDENT PLACEMENT (Military Dependent Children).....	88
CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS	89
VALEDICTORIAN AND SALUTATORIAN RECOGNITION	89
WEIGHTED GRADES	90
CLAY VIRTUAL ACADEMY	90
AGE REQUIREMENTS	91
COURSE OFFERINGS	92
STATE TESTING REQUIREMENT	92
ACADEMIC INTEGRITY	92
ELEMENTARY HANDWRITING STANDARDS AND EXPECTATIONS	92
ACADEMIC REQUIREMENTS FOR FULL-TIME STUDENTS	92
REQUIREMENTS FOR STUDENTS WITH DISABILITIES	93
TECHNOLOGY REQUIREMENTS	93
APPLICATION/ENROLLMENT PROCESS FOR FULL-TIME STUDENTS	93
PACING AND WEEKLY WORK REQUIREMENTS	94
GRACE PERIOD.....	94
RESUBMISSIONS	95
FINAL GRADES.....	95
STUDENT CONTACT AND DROP POLICY	95
COURSE REINSTATEMENT.....	96
ACADEMIC REVIEW PROCESS	97
GRADUATION.....	97
FLVS FULL-TIME AND FLVS FLEX THROUGH HOME EDUCATION OFFICE	97
ENGLISH LANGUAGE LEARNERS (ELL).....	97
MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION	
PLAN/PROGRESS MONITORING	98
EXCEPTIONAL STUDENT EDUCATION	103
EXCEPTIONAL STUDENT EDUCATION.....	103
GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND	
TYPES OF DIPLOMAS.....	103
STANDARD DIPLOMA.....	104
REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS	104
WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR	
STUDENTS WITH DISABILITIES	104

REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS.....	105
ESE SERVICES AND THE PROVISION OF FAPE.....	106
CERTIFICATE OF COMPLETION	106
DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA	106
EXTENDED SCHOOL YEAR SERVICES	107
GIFTED PROGRAM.....	107
SECTION 504 ELIGIBILITY	108
CLASSROOM ACCOMMODATIONS FOR SECTION 504 AND ESE.....	108
DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS.....	109
HOSPITAL/HOMEBOUND	109

INTRODUCTION

Clay County District Schools (CCDS) is pleased to present the 2022-23 District Student Progression Plan. It will continue to evolve as new legislation is implemented. The purpose of this document is to present to school personnel, parents, students, and other ~~interested citizens~~ stakeholders 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 ACADEMIC 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~~ This represents the core content of the curricula to be taught and specifies the core content knowledge and skills that K-12 public school students are expected to acquire to be college and career ready. ~~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~~ clusters 9-12.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT, AND PLACEMENT

Student promotion in the Clay County District Schools 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 student'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 grade appropriate achievement levels in English Language Arts (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.~~ The plan may include one or more of the following components as considered appropriate by the school administration in addition to evidence-based Tier 1 core instruction with differentiation in alignment with Universal Design for Learning for all students: Tier 2 evidence-based Supplemental Instruction/Intervention; Tier 2 evidence-based Supplemental Instruction/ Intervention and Tier 3 evidence-based Intensive, Individualized Instruction/Intervention; 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 students 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 documented by either the student's Multi-Tiered System of Supports (MTSS) Intervention 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~~ Align to the core curricular content established in the state academic 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. 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 one

or more of 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 achievement 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 is 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 a 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. The district will implement the requirements listed in FS 1000.36.

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 sending school will furnish the records within three (3) school 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.
 - FL680 and Physical must be provided within 30 days of enrollment when a copy of the military transfer orders are presented.
 - Proof of residency for the registering school (current mortgage statement, lease or deed AND current utility bill).
- Advance Enrollment – allows the military family to register for school without a physical address based on transfer orders, however, the family must provide proof of residency showing zoning with 10 days of arrival.
 - When the student transfers before or during the school year, the receiving school will initially honor the 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 care of a 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 District Schools with questions pertaining to this subject.

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. It is the responsibility of the parent/guardian and students to follow the state statute and attend school daily and on time. Research indicates that students with regular attendance benefit from academic instruction.

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~~ 1 interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier ~~two~~ 2 interventions are teacher/classroom based, and Tier ~~three~~ 3 interventions are implemented by a multidisciplinary team. Once Tier ~~one~~ 1 and Tier ~~two~~ 2 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 (Children in Need of Service) 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.

Good Attendance- A student has missed fewer than 5% of school days(generally less than 4-5 days is a semester.)

At-Risk- A student has missed between 5 - 10% of school days (generally 5-9 days in a semester.)

Habitual Truancy- A student who has missed 15 days within a semester.

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, the 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 facilitating 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 attendance interventions and 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~~ and interventions of the attendance procedures 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 [an](#) 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. 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.

Attendance for CVA is documented as follows:

- All K-12 students must submit the weekly work required (as listed on the pacing chart for each course) by 4:59 p.m. on Friday of each week to be counted for attendance purposes.
- Students in grades K-5 must ~~follow pace chart for each week~~ attend weekly scheduled live lessons with their teacher.
- ~~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;~~
- ESE students must attend their scheduled support sessions with their contact teacher.
- Daily VSA login data can be used to determine attendance for any K-12 student whose 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)

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~~ this evidence 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 a 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 **
 - Two doses of varicella vaccine for grades 10-12

*If a 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 a health care provider.
- An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student.
- Social Security Number (District request)
- Proof of Residency
 - Current mortgage statement, lease or deed
 - Current utility bill
 - Parent's government issued photo ID

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 evidenced on the FL 680 or 681
- Evidence of medical examination performed within the last twelve months ~~and~~
- Social Security Number (District request)
- Proof of Residency

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 evidenced on the FL 680 or 681 ~~and~~
- Social Security Number (District request)
- Proof of Residency

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)

- Proof of Residency

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**.

Students enrolled in Clay Virtual Academy or FLVS courses will only have grades transferred upon completion of each segment. There are no partial/quarter grades for CVA/FLVS courses.

Transfers from one ~~CCSD~~ CCDS elementary school to another will be through the Student Information System.

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 of the 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 two 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, the parent is notified with an 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:
 - the parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
 - the 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.

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. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. 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 the 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 ELL](#) and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of [English Language Learner ELL](#) 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.

STATEWIDE ASSESSMENTS (F.S. 1008)

Students in ~~grades~~ voluntary pre-kindergarten through 6th grade are evaluated through the use of a coordinated screening and progress monitoring system annually provided by the Florida Department of Education. **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~~ will be provided intensive, explicit, systematic, and multisensory interventions to ~~determine the nature of the student's difficulty and academic needs~~ meet their academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Student Education, ~~for~~ students with a 504 plan, and for students who have Limited English Proficiency, are as provided through the Individual Education Plan (IEP), 504 Plan or the ~~English Language Learner~~ ELL 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**— 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.~~

Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered pursuant to s. 1008.25(8) (b)2. is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized mathematics for students in grades 3 through 8. The statewide grade 5 science assessment shall be administered annually.

LOCAL ASSESSMENTS

Progress Monitoring

- ~~Clay County District schools will use the i Ready Progress Monitoring reading diagnostic three times a year for reading progress monitoring in grades K-8. *K-3~~
- Clay County District schools will use the Lexia Learning Platform
 - Core 5: pre-kindergarten to 5th grade
Lexia Core 5 reading is an adaptive, blended learning program that accelerates the development of literacy skills for students of all abilities.
 - Power Up: 6th to 12 grade
Accelerates literacy gains for students in grades 6 to 12 who are at risk of not meeting college and career-ready standards.
- 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~~ math 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, 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.

Per section 1008.22, Florida Statutes, and Rule 6A-1.0943 F.A.C., only students with significant cognitive impairment are eligible to participate in the FSAA program. Therefore, students with a primary disability category of SLD must not participate in the FSAA program and subsequently should not be enrolled in access courses that align to the FSAA program.

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)~~ ELL students who are identified as LY, or active ESOL learners are required to take the annual ACCESS 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 meet 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 a 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 a year-long honor roll for "AB" the student must achieve the 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's State academic sStandards. 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's Standards Assessment of Student Thinking (F.A.S.T.).

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.

The basis for making the determination regarding promotion should reflect student performance according to:

- Proficiency with state standards as determined by i-Ready diagnostic the State-wide coordinated screening and progress monitoring tool reports in for 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 Lexia Reading Level, etc.)
- Recommendation of the Individual Education Plan (IEP) team.

PROMOTION (K-2, 4-6)

In grades K-2 and 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 considered 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 based on the initial date of entry to a school in the United States, 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 have a 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), school 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](#) Promotion to Fourth Grade.

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. Covered in TAP~~

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 advanced 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.

Students in grade 6 must earn a promotion credit in language arts, mathematics, 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.~~

~~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 the State-wide coordinated screening and progress monitoring tool reports in for 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 Lexia Reading Level, etc.)~~

~~Recommendation of the Individual Education Plan (IEP) team.~~

PROMOTION TO FOURTH GRADE

Reading Deficiency and Required Parental Notifications

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 was having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait

until an evaluation conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The parent of any student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations, 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 student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for mid-year promotion. Mid-year 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.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already

being implemented have not resulted in improvement.

Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (s. 1008.25(5), F.S., and s. 1008.25(7), F.S.)

Requirements for Promotion to Grade 4

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained. (s. 1008.25(5), F.S.)

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that 2 reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic

information and specific reading strategies to meet the needs of the student. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption, which research has shown to be successful in improving reading among students who have reading difficulties. (s.1008.25(6), F.S.)

Alternative Assessments for Promotion to Grade 4

A student who scores Level 1 on the grade 3 statewide, standardized English Language Arts assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4 and will provide a list of approved alternative assessments to districts. The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

1. Internal consistency reliability coefficients of at least 0.80;
2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent or criterion validity;
3. Norming studies within the last five to ten years, with norming within five years being preferable; and
4. Serves as a measure of grade 3 achievement in reading comprehension.

Districts may submit requests for the approval of alternative standardized reading assessments to be used for good cause exemption for promotion to grade 4. Once an assessment has been approved by the Department of Education, the assessment is approved for statewide use. The Department of Education shall approve the required percentile passing score for each approved alternative standardized reading assessment based on an analysis of Florida student achievement results. If an analysis is not feasible, students must score at or above the 50th percentile on the approved alternative standardized reading assessment. The earliest the alternative assessment may be administered for student promotion purposes is following administration of the grade 3 statewide, standardized English Language Arts assessment. An approved standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered. (Rule 6A-1.094221, F.A.C.)

The table below lists approved alternative assessments and required percentiles at the publishing date of this TAP. It is the responsibility of the district to ensure use of the most current set of norms available for the respective alternative assessment. For the current list of approved assessments, please refer to the Third Grade Guidance webpage on the Just Read, Florida! website, <https://www.fldoe.org/academics/standards/just-read-fl/third-gradeguidance.shtml>.

<u>SAT-10</u>	<u>45th Percentile</u>
<u>Achieve3000 LevelSet</u>	<u>50th Percentile</u>

Student Portfolios for Promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Language Arts Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. For the 2021-22 school year, the portfolio must meet the following criteria:

1. Be selected by the student's teacher;
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. Include evidence that the standards assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately fifty percent literary text and fifty percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments;
4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each standard, there must be at least 3 examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To request a good cause exemption, 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 progress monitoring plan, individual educational plan, if applicable, report card or 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, the school principal shall make such recommendation in writing to the school district superintendent. The school district superintendent shall accept or reject the school principal's recommendation in writing. (s. 1008.25(6), F.S., and Rule 6A-1.094221, F.A.C.)

Summer Reading Camps

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension and other strategies prescribed by the school district. Third grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. (s. 1008.25(7), F.S.)

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 Summer Reading Camp if they are taking remedial instruction through a private program.

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. These students must also be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
 - a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block.
 - b. Small group instruction.
 - c. Reduced teacher-student ratios.
 - d. More frequent progress monitoring.
 - e. Tutoring or mentoring.
 - f. Transition classes containing 3rd and 4th grade students.

- g. Extended school day, week or year. (s. 1008.25(7), F.S.)

Services for Students Promoted to Grade 4 with a Good Cause Exemption

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (s. 1008.25(4), F.S., and s. 1008.25(6), F.S.)

Intensive Reading Acceleration Course

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1 or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
2. Small group instruction.
3. Reduced teacher-student ratio.
4. The use of explicit, systematic and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
5. A read-at-home plan. (s. 1008.25(7), F.S.)

Mid-Year Promotion of Retained Grade 3 Students

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other

curriculum areas, as determined by the policies of the district school board.
The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the Language Arts Florida Standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessment(s) measuring Language Arts Florida Standards;
2. Satisfactory performance on a state-approved alternative assessment as delineated in Rule 6A-1.094221, F.A.C., and described in Section B of this TAP; or
3. Successful completion of portfolio elements that meet all of the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence of mastery of the standards assessed by the grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district adopted core reading curriculum or the state-provided third grade student portfolio. Portfolios should contain 50 percent literary and 50 percent informational texts; and
 - d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. (s. 1008.25(7), F.S., and Rule 6A-1.094222, F.A.C.)

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 the State-wide coordinated screening and progress monitoring tool reports in for 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 Lexia 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 covered in grade 4 promotion section

~~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 F.A.S.T. assessment for 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 F.A.S.T. assessment for 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 F.A.S.T. assessment for 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 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.

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 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 school 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) Bianca

~~It is the ultimate goal of the Legislature that every student reads 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 the requirements 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 Bianca

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 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 for Good Cause Promotion, 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 a 535 or higher in reading.
- 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 50/60% literary text and 50/40% 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) Bianca

~~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 recommendations 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 Student Information System database.~~
-

PROMOTION (K-2, 4-6) Bianca

~~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 based on the initial date of entry to a school in the United States, 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 have a 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), school 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 advanced 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 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 academic achievement 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.~~ redundant

~~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 Summer 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 duplicated info~~

~~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 areas of reading, math, science, and writing in efforts to raise student achievement.

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).~~

The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4-year-olds who reside in Florida and were born on or before September 1 of the year they would enter the program. Parents of 4-year-olds with birthdays from February 2 through September 1 may postpone enrolling their child until the following year when they are 5. A Certificate of Eligibility (COE) is required to attend a VPK program. The parent/guardian must obtain the COE from the Early Learning Coalition. The VPK program is offered during the school year (540 instructional hours) and during the summer (300 instructional hours) at selected elementary school sites. No fees are charged for VPK required instructional hours. Each VPK program has the flexibility to structure daily hours per week to meet the required number of instructional hours. There is no requirement for school districts to transport children to VPK. It is the responsibility of the parent/guardian to provide transportation to VPK. The VPK program is not special education and does not provide for specially designed instruction or related services. The VPK Program has policies related to attendance and discipline.

School-Year VPK Program at CCDS Elementary Schools

School-year seating for each VPK program is determined by a lottery. Seating is very limited (7 to 11 seats per VPK program). School-year VPK lottery dates and the online application are located on the District website. Students may apply for one school in the lottery and cannot be placed in multiple lotteries for the district elementary schools.. Students who do not receive a seat through the selected elementary VPK lottery will be placed on a waitlist. The waitlist will be capped at 10 students. The following documents are required once the lottery is confirmed:

- Birth Certificate
- FL680 Immunization Record
- School Entry Health Exam
- Parent's Government Issued Photo ID
- Signed and Dated Certificate of Eligibility (COE)

Before and After Extended Stay occurring outside of the VPK provider contractual instructional hours, but within the regular school day is available for a nominal fee through CCDS deduction or Scheduled Payment Agreement Form.

Montessori VPK Program at Swimming Pen Creek Elementary

Seating for the Montessori VPK program is determined at the school level.

Summer VPK Program at CCDS Elementary Schools

Seating for the Summer VPK program is limited to 12 seats. Seating is assigned in the order of received applications containing the required information and documents.

School-Year VPK Program at CCDS High Schools

The school-year VPK program is offered at five of the District's High School Child Care Learning Labs as part of the Early Childhood Education program: Fleming Island High School, Middleburg High School, Oakleaf High School, Orange Park High School, and Ridgeview High School. Seating is determined through an online application accessible on the District website.

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 counseling 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.

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 counselling 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 <http://www.FloridaStudentFinancialAid.org>.

SERVICE HOURS

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 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:

- 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.;
- 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;
- Service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;

- 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 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.

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 ½ 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 athletic 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 for each full-credit course on a scale of A = 4, B = 3, C = 2, D = 1, F = 0. Quality points are assigned for one-half credit courses on a scale of A=2, B=1.5, C=1, D=0.5, 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 be 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.”

COLLEGE READY TEST SCORES

The State of Florida launched the College and Career Readiness Initiative to improve student readiness for postsecondary education and promote success after high school graduation. Students are considered “college ready” or prepared to enter college credit coursework when they meet the state defined cut scores on approved common placement tests, per State Board Rule, 6A-10.0315. The goals of this legislation are to: 1) increase the number and percentage of students who graduate from high school ready for college credit coursework; 2) better communicate with 11th grade students and their parents the requirements of college entry, and; 3) to provide students, whose test scores in reading,

writing and/or mathematics indicate deficiencies in critical skills, an opportunity to attain the needed competencies during the 12th grade year prior to high school graduation.

<u>ACT</u> Reading 19 & English 17 Math 19
<u>SAT</u> Reading Test-24 & Writing and Language Test- 25 Math Test- 24
<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 from an acceptable nationally recognized accreditation organization.

JUNIOR HIGH SCHOOL COURSE SEQUENCING

Students are required to enroll in a full year of mathematics, language arts, science, social studies and at least one semester of physical education (per F.S. 1003.455) 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 its² 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 Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, geometry and Civics EOC exam 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, and Agricultural Foundations. Please see the Master Schedule Guidelines for prerequisites for the CTE high school credit earning courses taught at the junior high school. 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 (F.S. 1003.428)

- Participation in an interscholastic sport ([FHSAA sanctioned](#)), at the varsity or junior varsity level, 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-half 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 an “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 as determined by state legislation. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the diploma requirements. 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 junior high Civics, Geometry, Biology, and U.S. History. EOC scores count as 30% of the final grade and may be required to receive the “Scholar” diploma designation. Please see the Florida Graduation Requirements for the full list of 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 School and Clay Virtual Academy 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 comparable concordant score (see Florida Graduation Assessment Requirements).
- The Biology, Geometry, 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, Geometry, 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~~, Florida Department of Education K-12 Scholarship Program, such as Family Empowerment or Hope 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.

FLORIDA SEAL OF BILITERACY

Students who attain a high level of competency in listening, speaking, reading and writing ~~on~~ in one or more world languages, in addition to English, will be eligible for the "Gold" or "Silver" Seal of Biliteracy award. 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 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~~ State 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~~ State 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 award requirements. 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 students 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;
- 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 U.S. History, English III (American Literature), U.S. 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;
- 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 State assessments](#) 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.

GRADE 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, but will remain listed on a student's official transcript.

GRADING SCALE

Florida Grading Scale for Grades 6-12 is: ~~for the purpose of calculating GPA, not for specific course work.~~

Letter Grade	Progress	Numerical Equivalent	GPA Value (for a 1.0 credit course)
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 at their last school of enrollment, 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 the outcome. Students, who fail to meet the minimum credits or grade point average 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, they 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 (Florida Standard Diploma Requirements). 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 of 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~~ **are** 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;
- Students 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 requirements. 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 online.

- 4 credits in English Language Arts - major concentration in composition, reading for information and literature; must pass the 10th grade ~~FSA~~ **State** ELA assessment 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~~ a series of Community, Action, and Service (CAS) experiences, 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 offered at Clay High School, Fleming Island High School, Keystone Heights 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.

Students who choose to complete the 18 credit ACCEL diploma option are encouraged to speak with any post-secondary institutions they may consider to ensure that they have met the necessary admissions requirements.

Online Credit Graduation Requirement

Students may meet this requirement by completing and passing an online high school course offered by the following:

- Florida [Virtual School](#)/Clay Virtual [Academy](#) ;
- 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 successful course ~~successfully completed~~ completion.
- 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 State ELA Assessment re-take or earns a concordant score, the student 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 State 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 the State ELA 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 an equally rigorous course, 2 of 3 credits must have a 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 an equally rigorous course, 2 of 3 credits must have a 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/PSAT)		
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.

STATE REQUIRED INSTRUCTION

Pursuant to [State Statute 1003.42](#), students receive required instruction on topics that include but not limited to the following:

- The History of the United States, Civil Government, the History of the Holocaust, the History of African Americans, and the contributions of Hispanics and Women to the United States
- Character education on self-control, resilience, leadership skills, kindness, empathy, cooperation, and conflict resolution.

- ~~Comprehensive Health education that shall cover various topics that include healthy relationships, teen dating violence, personal health, internet safety, and prevention and control of disease. The instruction in acquired immune deficiency syndrome, per state statute 1003.46, shall be grade and age appropriate of the student and shall reflect current theory, knowledge, and practice regarding acquired immunodeficiency syndrome and its prevention. Section (3) of this statute allows any student whose parent makes a written request to the school principal to be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment.~~
- Comprehensive Health education per state statute 1003.42(2)(n) that shall cover various topics that include healthy relationships, teen dating violence (grades 7-12), personal health, internet safety, disease control, community health, consumer health, environmental health, family life, injury prevention and safety, nutrition, and personal health. The instruction in acquired immune deficiency syndrome, per state statute 1003.46, shall be grade and age appropriate of the student and shall reflect current theory, knowledge, and practice regarding acquired immunodeficiency syndrome and its prevention. Section (3) of this statute allows any student whose parent makes a written request to the school principal to be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment.

~~In 2019, the state added an additional ruling, Rule 6A 1.09424 under comprehensive~~ Comprehensive health education that requires a minimum of five hours of instruction related to mental and emotional health for students in grades 6-12, per State Statute 1003.43(2)(n). Additionally, school districts are required to annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness of youth substance use and abuse health education. The content will be grade and age appropriate. The school districts are required, under the rulings, to document planning and delivery of all instruction.

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

Enrollment as a home education student requires:

- Intent to homeschool filed with the school district home education office within 30 days of starting the program

- Student portfolio- a log of educational activities made contemporaneously with instruction that includes: the title of any reading materials used and samples of student work. The portfolio must be maintained for at least 2 years and be available for review within 15 days if requested by the home education office.
- Submit an annual program evaluation. Failure to complete the evaluation places the program out of compliance and at risk of termination. If terminated, the parent would have to enroll the student in another school choice option within 3 business days and would not be able to open a new home education program for 180 calendar days from the date of termination.

Clay County secondary schools, including Clay Virtual Academy, are accredited by the [AdvanceEd Cognia](#). 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. Home school students may also participate in social activities at their zoned school. Participation eligibility for home school students is the same for public school students (grades, attendance, behavior and any other rules/policies in place for non-home education students). These social activities include but are not exclusive to: homecoming, junior/senior Prom, and grad bash.

Homeschool students do not receive a Florida Public High School Diploma, even if they choose to take courses with CVA. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District and State graduation requirements

including credits and assessment requirements. Should homeschooled students wish to graduate from a high school and receive that schools' diploma; they must re-enroll for their entire senior year and meet all graduation requirements.

Homeschool students are not required to participate in state assessments but may choose to do so. Parents need to coordinate state assessments with their zoned public school in early February to ensure the student is scheduled for any appropriate assessments for Spring testing.

Homeschool parents may request Exceptional Student Education services or a psycho-educational evaluation of a student suspected of having a disability by contacting the district ESE office. An education service plan can be developed for some ESE services for home school students. An example of an educational service would be speech or language therapy and these types of services would be provided at the student's zoned school.

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, guardians, 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.

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 (F.S. 1003.455). 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 academic 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 (EDGENUITY)
- 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.~~ The state requires that student performance results from the statewide progress monitoring assessment be provided to the parents within one week of receiving the results from the Department of Education.

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, and social studies. 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 Progress Monitoring Plan \(PMP\)](#). No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (See P.-[83](#) [85](#) "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 (F.S. 1003.4156):

- 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 course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for

earning a high school diploma designation under s. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44. The course may be implemented as a stand-alone course or integrated into another course or courses.

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 [an](#) 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 year based on the year they first entered 9th grade. This cohort year 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: This course is designed for 6-12 grade students reading below grade level. The course includes foundational skill benchmarks to be used until a student has mastered the benchmarks. All 6th through 12th grade students scoring a Level 1 or Level 2 on the Florida Standards Assessment for English Language Arts will undergo a cumulative records review of prior historical academic performance, prior historical assessment data, and current stakeholder input. If placement in intensive reading is determined by the initial cumulative records review, then the student scoring a Level 1 or Level 2 will complete the Lexia PowerUp diagnostic to determine the specific skill gap. Instruction will be individualized and targeted to the skills that pose the greatest barrier to the student’s learning using Lexia PowerUp and Achieve3000. The individualized diagnostic data, as well as instructional time, will be in addition to those provided in core instruction. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies. Formative assessments will occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The course includes the B.E.S.T. Standards for Applying Foundational Reading Skills for Students in grades 6-12 needing Reading Interventions. Interventions will be implemented until a student has mastered the standard. The expected outcome is for the student to achieve grade-level proficiency as determined by an achievement score of 3 or higher on the Florida Standards Assessment for English Language Arts and/or advanced placement levels on Lexia PowerUp combined with college-career readiness on Achieve3000. The Intensive reading course has been designed for the teacher to select and teach only the appropriate benchmarks corresponding to the student's grade and instructional level. Interventions must be evidence-based and correspond to the district K-12 Evidence-based Comprehensive Reading plan. Effective implementation requires the support to be matched to student needs and must be provided by a reading endorsed/certified teacher. Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Students in grades 11 and 12 who score a Level 1 or Level 2 on FSA retakes and who have not earned a concordant score on the ACT or SAT will be placed in an intervention course. This course will focus on ACT/SAT preparation and reading remediation using Lexia PowerUp and Achieve3000. 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.

Math: Students in grades 7 and 8, who score an achievement level 1 on ~~FSA~~, the state assessment 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~~, state assessment 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~~ Foundations or a Foundations/Geometry co-requisite course combination based on scale score. 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 School Counseling 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 the 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.

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: CREDIT RECOVERY/GRADE FORGIVENESS

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~~ one 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 school 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 [state assessment](#) 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 state assessment](#);
- 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

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.

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. 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 Florida Virtual School (FLVS). Part-time classes are available for students in 6th grade for any to any 6-12th grade Clay County student. Fourth and fifth grade students may also take part-time classes if they have qualifying state assessment scores. Students may opt to take 7th or 8th period courses through Clay Virtual Academy or FLVS for acceleration, original credit or grade forgiveness. For more information please see your school counselor or cva.oneclay.net.~~

~~Secondary students who enroll directly with FLVS full-time 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 (F.S.1002.45); (inserted hyperlink)~~
- ~~• 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;~~
- ~~• Students 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 fair 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 school counselor approval. Full-time enrollment for CVA is a year-long commitment. Full-time students can be released from CVA upon an academic review of course load, pacing, and weekly work requirements.~~

CVA IS A SCHOOL OF CHOICE

CVA offers full-time/part-time enrollment as a franchise of Florida Virtual School (FLVS). Part-time classes are available to any 6-12th grade Clay County student meeting the [Profile for Success Criteria](#). Fourth and fifth grade students may also take part-time classes if they have qualifying state assessment scores. Students may opt to take 7th or 8th period courses through Clay Virtual Academy or FLVS for acceleration, original credit or grade forgiveness. For more information please see your school counselor or cva.oneclay.net.

AGE REQUIREMENTS

- Students enrolling in Kindergarten must be 5 years old on or before September 1 in the school year which he or she is enrolling.**
- Students enrolling in first grade must be 6 years old on or before September 1 in the school year for which he or she is enrolling.**
- Age requirements for students with disabilities that have an active Individual Educational Plan (IEP) differ from the general school age requirements.**

COURSE OFFERINGS

CVA offers numerous courses during the school year, including Honors, Advanced Placement (AP), and Dual Enrollment courses. CVA course grades are accepted for credit and are transferable upon completion of the course only. No partial grades can be transferred at any time. CVA is considered part of the Clay County school system and has accreditation status Cognia and the courses are approved by the NCAA. Here is a current list of [CVA Course Offerings](#).

STATE TESTING REQUIREMENT

Clay Virtual Academy (CVA) is a school of 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 when there is room available and the student meets the Profile for Success Criteria. As a School of Choice and a Franchise of FLVS, CVA full-time students are required to take all state assessments at their zoned school. Students who do not take their state assessments can be found ineligible to return to CVA for full-time enrollment. Families who are wanting to opt-out of state testing can only do so through the Home Education enrollment option.

ACADEMIC INTEGRITY

Student academic integrity is a core value and universal expectation at CVA as a Franchise of Florida Virtual School. Detailed information regarding the criminal nature of academic brokering, the policies pertaining to reporting, and the proctored exam process can be found on the FLVS website at [FLVS Academic Integrity](#).

ELEMENTARY HANDWRITING STANDARDS AND EXPECTATIONS

CVA Full time elementary students in Kindergarten through grade 3 are required to submit handwritten work for all assignments in the enrolled student's own handwriting. Grades 4 and 5 may submit typed assignments with exception of the assignments that include handwriting standards. The requirement of students submitting work in their own handwriting is in alignment with FLVS Academic Integrity policies. Students who have an IEP, 504 Plan, or other ESE documentation on file at CVA may require accommodations for the response options for class assignments. The teacher or parent should contact the ESE Department at CVA to discuss any necessary accommodations.

ACADEMIC REQUIREMENTS FOR FULL-TIME STUDENTS

Students must meet the recommended academic progress outlined below, including the

following enrollment requirements:

- 10th-12th grade students must currently be on track for a 24 credit diploma to include a minimum 2.0 GPA and the appropriate credits earned for each school year completed:
 - Students should have 6 credits at the end of 9th grade school year.
 - Students should have 12 credits at the end of 10th grade school year.
 - Students should have 18 credits at the end of the 11th grade school year.
 - Students are required to complete 6 courses during the semester of graduation. This is an accreditation requirement.

REQUIREMENTS FOR STUDENTS WITH DISABILITIES

- Students with disabilities are required to meet the state and CVA/FLVS Franchise Profile for Success Criteria in order to be accepted into CVA Full Time, just as their non-disabled peers.
- Current Individual Educational Plans (IEP) of student applicants who meet the school's entrance criteria will be reviewed on an individual basis in order to determine the appropriateness of the full-time virtual education option.

TECHNOLOGY REQUIREMENTS

To maintain contact with teachers, staff, and administration, students must have **daily access** to the following:

- Computer with webcam and microphone
- Internet service
- Email
- Telephone

APPLICATION/ENROLLMENT PROCESS FOR FULL-TIME STUDENTS

Applications for CVA are accepted only during open enrollment periods which open 90 days before the first day of school and close 30 days before the first day of school. These enrollment dates are 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 fair as possible, that students will be successful in their academic work. The application process for CVA is multi-step and the student is not enrolled into CVA until all of the following steps are completed:

- Parent and Student Responsibilities Agreement is completed and submitted by the parent/guardian
- An application is submitted during the enrollment period

- A VSA/FLVS account for both the parent and the student is created
- The parent/guardian and student attend a meeting with a CVA School Counselor to determine whether applicants meet the Profile for Success Criteria. *Please note that school counselors determine academic decisions only and are unaware of holds that may prohibit CVA enrollment.
- The parent/guardian completes the online Synergy registration and submits all required documentation for their student.
- The student's most recent school gives clearance from any holds, including disciplinary holds and releases registration of the student to CVA.

CVA reserves the right to suspend the application and registration process after 2 follow-up attempts to request completion of any requirement without resolution. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance school counselor approval. Full-time enrollment for CVA is a year-long commitment. Full-time students can be released from CVA upon an academic review of the Profile for Success Criteria and/or not adhering to the Parent and Student Responsibilities Agreement.

PACING AND WEEKLY WORK REQUIREMENTS

Students are required to follow the pace chart for each of their courses. Both full-time and part-time students should commit 5-6 hours per week to each virtual course. If a student does not stay on pace, they are considered absent based on this pacing and/or lack of weekly work submissions. This can impact attendance and future enrollment in CVA. 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.

GRACE PERIOD

Students have a 21 day grace period starting from the course activation date to drop a course without penalty. 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. 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 school counselors will interpret this.

RESUBMISSIONS

As part of the CVA/FLVS Franchise commitment to mastery learning as a process, students who choose to remediate material to gain additional understanding will have the option to re-attempt a formative assessment in their course. Formative assessments in a course may include worksheets, written compositions, lab reports, short answer paragraphs, essays, book responses, graded discussion board posts, and other assessments that require teacher evaluation of the student's work. While infrequent situational deviation may occur at an Instructional Leader's/Administrator discretion, Florida Virtual School limits the number of total attempts to three on the formative assessments mentioned above. Summative assessment submissions will be limited to one. Exceptions may be made in certain situations if determined appropriate by the Instructional team. Resubmission of coursework must be completed prior to taking the segment exam (grades 6-12).

FINAL GRADES

All course grades are final. Students can only resubmit assignments before the segment exam is completed. Assignments cannot be resubmitted after the segment exam is completed. 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" will be issued to their school transcripts. Students from outside Clay County may enroll in CVA full or part time online programs.

STUDENT CONTACT AND DROP POLICY

Only through continuous communication can students be successful in an online course. It is the student and parent's responsibility to ensure that both the VSA/FLVS platform and the Synergy platform are updated with correct student and parent contact information at all times. 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 correspondence from the instructor. Through this correspondence, 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. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress.
- If the student does not submit the expected numbers of assignment(s) within a period of fourteen (14) consecutive days, the student and parent(s) will receive correspondence from the instructor. Through this correspondence, 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. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress. All assignments must be submitted in order to receive credit for the course. No exemptions will be granted as each assignment relates to a specific course standard that must be covered.

- If the student does not respond by submitting assignments within twenty-one (21) days of the initial correspondence, 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" will be issued to their school transcripts.~~

~~Students from outside Clay County may enroll in CVA full or part time online programs.~~

~~Students are required to follow the pace chart for each of their courses. Students should commit 5-6 hours per week to each virtual course. If a student does not stay on pace, they are considered absent based on this pacing and/or lack of weekly work submissions. This can impact attendance and future enrollment in the school. 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. 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 school counselors will interpret this.~~

COURSE REINSTATEMENT

- Reinstatement into a course may only be requested for a course dropped during the current school year.
- Students who are dropped from a course the 1st two times may request reinstatement through their teacher by contacting the teacher directly and creating a success plan. Any student requesting reinstatement for a 3rd time will request it by contacting the Principal of CVA and submitting a success plan to include a written statement showing the student's commitment to finishing out the course. Reinstatements will not be granted after the 3rd attempt.

ACADEMIC REVIEW PROCESS

Full-time students will undergo an academic review each semester. This is to ensure student success in the virtual environment. Several things are considered when conducting these reviews including the continued meeting of all Profile for Success Criteria, growth and achievement on all Progress Monitoring assessments and adherence to the in-person testing requirement.

GRADUATION

CVA holds a graduation ceremony for graduating seniors. Students have the option to participate at their zoned school's graduation if they are in good standing and have spent the majority of their high school years at the zoned school. CVA students will not be considered for the class rank of their zoned school. It is the student's responsibility to stay in contact with their zoned school to ensure they are eligible and approved to attend their graduation. 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.

FLVS FULL-TIME AND FLVS FLEX THROUGH HOME EDUCATION OFFICE

Secondary students who enroll directly with FLVS full-time as a school choice option through the Home Education Office are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools. Please see the Home Education section for more information.

ENGLISH LANGUAGE LEARNERS (ELL)

The ESOL 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 school 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~~ **ELL** 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 ACCESS for ELLs 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~~ **ELL** 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~~ four additional years.

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 instructional/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., ~~1~~Tier 2 and ~~1~~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)~~
- Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Education Plan (IEP), and students who are ELL; provides print rich, explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design of Learning.
- Supplemental Instruction/Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are ELL; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction.
- Intensive, Individualized Instruction/Intervention (Tier 3): is standards-aligned; includes accommodations for students with a disability, students with and IEP, and students who are ELL; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions.

~~The Multi-Tiered System of Supports (MTSS).~~ The basic elements of MTSS are required by the Every Student Succeeds Act (ESSA) 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)~~ 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:

- Qualified teachers deliver scientific, ~~research~~ evidence-based instruction and evidence-based practices.
- Evidence-based curriculum ~~and~~ —instructional approaches, and behavior interventions have a high probability of success for most students.
- Instruction and behavior interventions ~~is~~ are differentiated to meet individual learning and behavior 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 academic and/or behavior 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.~~
- **Screening** – The purpose of screening is to identify the probability of risk or success in reading achievement.
- **Progress Monitoring** – The purpose of progress monitoring, also called interim or formative assessment, is to determine whether students are learning the skills taught and/or meeting benchmarks throughout the school year.
- **Diagnostic** – The purpose of a diagnostic assessment is to identify a student's strengths and weaknesses for students identified at-risk on a screening assessment.
- **Summative** – The purpose of summative, or outcome, assessment is to evaluate students' performance relative to a set of content standards generally administered at the end of the school year.
- 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 or 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~~ are not demonstrating proficiency 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~~ considered for Supplemental Instruction/Intervention or Intensive, Individualized Instruction/Intervention after thorough review of prior and current Tier 1 core instruction. 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~~ The RtI Team consists of all stakeholders, including, but not limited to the student, family, teachers, administration, and guidance counselors will continually monitor student progress and make appropriate ~~intervention recommendations~~ adjustments to instruction and intervention based on relevant data. ~~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 26 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
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Behavioral Considerations

K-6	<ul style="list-style-type: none"> ● Discipline referrals, Clay Behavior Universal Screener, School-wide 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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EXCEPTIONAL STUDENT EDUCATION

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 services, for qualified students, is are available for students in grades K-12.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS

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. Beginning no later than the first IEP to

be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and the IEP team, whichever occurs first, the IEP team in collaboration with the student's parent(s)/guardian(s) will review the diploma option (including standard diploma designations) annually and, if appropriate, revise the diploma option accordingly. 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

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 and assessed via an alternate assessment. 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. Students who choose the academic and employment option must earn at least 0.5 credit via paid employment. 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.

ESE SERVICES AND THE PROVISION OF FAPE

Under the Individuals with Disabilities Education Act, students with disabilities may receive public education services until their 22nd birthday. Students who have not graduated with a standard diploma or who have selected the option to defer the receipt of their standard diploma may receive services from the school district until their 22nd birthday.

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.~~ Beginning no later than the first IEP to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and IEP team, whichever occurs first, the IEP team in collaboration with the student's parents/guardian and student must discuss the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma pursuant to 1003.4282 (10) (c). [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).

EXTENDED SCHOOL YEAR SERVICES

Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.

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 (EP) 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 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 EP, 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.

SECTION 504 ELIGIBILITY

~~A 504 Accommodation Plan is guided by the Americans with Disabilities Act (ADA) to ensure that a student with a disability has access to accommodations that improve academic functioning.~~ Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. In order to become eligible under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; ~~or~~ (2) have a record of such an impairment; or (3) be regarded as having such an impairment. The 504 eligibility determination process involves a referral and a 504 evaluation conducted by a school-based team. The Section 504 accommodation plan, as determined by the team, is designed to provide the disabled student with a level playing field for equal participation and opportunity for access. The District Implementation Plan, developed by University of South Florida's Student Support Services, provides an overview and implementation guidance of Section 504.

CLASSROOM ACCOMMODATIONS FOR SECTION 504 AND ESE

Students eligible for ESE or 504 plans 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 or 504 plan. 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 or 504 plan team at annual 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 or 504 plan, for a eligible students in all situations.

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, and demonstrate a need for specialized instruction. These students may continue their academic instruction in the home or in the hospital. Eligibility, placement, and program services ~~is~~ determined by members of an eligibility determination team meeting, scheduled upon receipt of a Hospital/Homebound Request which is completed by parent/guardian(s) as well as by an attending Florida physician or psychiatrist certifying who certifies 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 an extended absence.



STUDENT PROGRESSION PLAN

2022- 2023

**DAVID S. BROSKIE
SUPERINTENDENT OF SCHOOLS
SCHOOL DISTRICT OF CLAY COUNTY**

**JANICE KEREKES
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BETH CLARK
TINA BULLOCK
ASHLEY GILHOUSEN**

**DISTRICT 1
DISTRICT 2
DISTRICT 3
DISTRICT 4
DISTRICT 5**

TABLE OF CONTENTS

INTRODUCTION	6
FLORIDA STATE ACADEMIC STANDARDS	6
GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT, AND PLACEMENT.....	6
STATEWIDE STUDENT ASSESSMENT PROGRAM	8
GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS.....	8
MILITARY FAMILIES AND TRANSFERS	10
TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT	10
ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES.....	11
GRADUATION OF CHILDREN FROM MILITARY FAMILIES	11
ELIGIBILITY	12
OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION	12
ATTENDANCE.....	12
HABITUAL TRUANCY	13
EXCUSED/UNEXCUSED ABSENCES	14
ELEMENTARY EDUCATION (K-6)	16
ADMISSION AND DISTRICT REQUIREMENTS.....	16
TRANSFER DISTRICT REQUIREMENTS	18
PHYSICAL EDUCATION AND RECESS	20
REGULAR PROGRAM.....	21
HOMEWORK (SDCC Policy 4.40)	21
READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25). ..	21
STATEWIDE ASSESSMENTS (F.S. 1008).....	23
LOCAL ASSESSMENTS	23
ELIGIBILITY FOR ALTERNATE ASSESSMENT	24
FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES	24
GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS (ELL).....	25
REPORTING PUPIL PROGRESS.....	26
REPORT CARDS - F.S. 1003.33	26
REPORT CARDS K-1.....	26
REPORT CARDS 2-6.....	27
HONOR ROLL (GRADES 2-6 ONLY).....	27

ELEMENTARY GRADE PLACEMENT K-6	28
MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)	28
PROMOTION.....	29
PROMOTION TO FOURTH GRADE.....	31
ACCELERATION	37
SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE)	38
SIXTH GRADE FAST TRACK PROGRAM.....	39
RETENTION	39
GENERAL REQUIREMENTS	39
EXTENDED DAY PROGRAMS.....	40
DEFINITION	40
SPECIAL PROGRAMS AVAILABLE	41
TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES ...	41
VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)	41
SECONDARY EDUCATION.....	42
ARTICULATED ACCELERATION	42
ASSESSMENT EXEMPTION.....	43
BRIGHT FUTURES SCHOLARSHIP PROGRAM.....	43
SERVICE HOURS	44
CALCULATING GRADES AND GRADE POINT AVERAGE.....	46
COLLEGE READY TEST SCORES	46
CORRESPONDENCE COURSES.....	47
JUNIOR HIGH SCHOOL COURSE SEQUENCING	47
COURSE SUBSTITUTIONS	48
CREDIT ACCELERATION PROGRAM (CAP)	49
DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES	50
END-OF-COURSE (EOC) EXAMS	50
FLORIDA SEAL OF BILITERACY	52
FOREIGN EXCHANGE STUDENT GUIDELINES	52
GRADE FORGIVENESS “D” AND “F”	54
GRADING SCALE	54
GRADUATION EXERCISES/DIPLOMAS	55
GRADUATION OPTIONS	56
GRADUATION REQUIREMENT: CPR TRAINING	62

STATE REQUIRED INSTRUCTION	62
HOME EDUCATION	63
HONOR ROLL.....	65
INTERIM REPORTS	65
INTERSCHOLASTIC PARTICIPATION	65
OFFENSES AGAINST INTELLECTUAL PROPERTY	65
PERFORMANCE STANDARDS	66
PHYSICAL EDUCATION.....	66
PROMOTION AND RETENTION.....	66
PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS	68
PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS	70
READING AND MATH REMEDIATION	70
SCHEDULE CHANGES.....	72
SEMESTER EXAMS	72
SPECIAL CONSIDERATIONS.....	72
SUMMER SCHOOL: CREDIT RECOVERY/GRADE FORGIVENESS	73
TERMINATION OF SCHOOL PLACEMENT AT AGE 16.....	74
TRANSFERRING STUDENT	74
TRANSFER STUDENT PLACEMENT (Military Dependent Children).....	76
CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS	76
VALEDICTORIAN AND SALUTATORIAN RECOGNITION	77
WEIGHTED GRADES	78
CLAY VIRTUAL ACADEMY	78
AGE REQUIREMENTS	78
COURSE OFFERINGS.....	78
STATE TESTING REQUIREMENT.....	78
ACADEMIC INTEGRITY	79
ELEMENTARY HANDWRITING STANDARDS AND EXPECTATIONS	79
ACADEMIC REQUIREMENTS FOR FULL-TIME STUDENTS	79
REQUIREMENTS FOR STUDENTS WITH DISABILITIES	79
TECHNOLOGY REQUIREMENTS	79
APPLICATION/ENROLLMENT PROCESS FOR FULL-TIME STUDENTS	80
PACING AND WEEKLY WORK REQUIREMENTS	80
GRACE PERIOD.....	80

RESUBMISSIONS	81
FINAL GRADES	81
STUDENT CONTACT AND DROP POLICY	81
COURSE REINSTATEMENT	82
ACADEMIC REVIEW PROCESS	82
GRADUATION	82
FLVS FULL-TIME AND FLVS FLEX THROUGH HOME EDUCATION OFFICE	83
ENGLISH LANGUAGE LEARNERS (ELL).....	83
MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING	84
EXCEPTIONAL STUDENT EDUCATION	86
GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS	87
STANDARD DIPLOMA.....	87
REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS	87
WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES	87
REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS.....	88
ESE SERVICES AND THE PROVISION OF FAPE.....	89
CERTIFICATE OF COMPLETION	89
DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA	89
EXTENDED SCHOOL YEAR SERVICES	90
GIFTED PROGRAM.....	90
SECTION 504 ELIGIBILITY	91
CLASSROOM ACCOMMODATIONS FOR SECTION 504 AND ESE	91
DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS	92
HOSPITAL/HOMEBOUND	92

INTRODUCTION

Clay County District Schools (CCDS) is pleased to present the 2022-23 District Student Progression Plan. It will continue to evolve as new legislation is implemented. The purpose of this document is to present to school personnel, parents, students, and other stakeholders 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 ACADEMIC STANDARDS

Student Performance Standards in Florida are defined as the K-12 Academic Standards for the State of Florida. This represents the core content of the curricula to be taught and specifies the core content knowledge and skills that K-12 public school students are expected to acquire to be college and career ready. 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 clusters 9-12.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT, AND PLACEMENT

Student promotion in the Clay County District Schools 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 student'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 grade appropriate achievement levels in English Language Arts (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 components as considered appropriate by the school administration in addition to evidence-based Tier 1 core instruction with differentiation in alignment with Universal Design for Learning for all students: Tier 2 evidence-based Supplemental Instruction/Intervention; Tier 2 evidence-based Supplemental Instruction/ Intervention and Tier 3 evidence-based Intensive, Individualized Instruction/Intervention; 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 students 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 documented by either the student's Multi-Tiered System of Supports (MTSS) Intervention 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:

- Align to the core curricular content established in the state academic standards.
- 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. 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 shall be eligible for participation in these programs based upon one or more of 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 achievement 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 is 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 a 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. The district will implement the requirements listed in FS 1000.36.

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 sending school will furnish the records within three (3) school days (not including staff holidays);
- 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;
 - Evidence of date of birth.

- FL680 and Physical must be provided within 30 days of enrollment when a copy of the military transfer orders are presented.
 - Proof of residency for the registering school (current mortgage statement, lease or deed AND current utility bill).
- Advance Enrollment – allows the military family to register for school without a physical address based on transfer orders, however, the family must provide proof of residency showing zoning with 10 days of arrival.
 - When the student transfers before or during the school year, the receiving school will initially honor the 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.

- 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 care of a 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 District Schools with questions pertaining to this subject.

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. It is the responsibility of the parent/guardian and students to follow the state statute and attend school daily and on time. Research indicates that students with regular attendance benefit from academic instruction.

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 1 interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier 2 interventions are teacher/classroom based, and Tier 3 interventions are implemented by a multidisciplinary team. Once Tier 1 and Tier 2 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 (Children in Need of Service) 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.

Good Attendance- A student has missed fewer than 5% of school days(generally less than 4-5 days in a semester.)

At-Risk- A student has missed between 5 - 10% of school days (generally 5-9 days in a semester.)

Habitual Truancy- A student who has missed 15 days within a semester.

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, the 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 facilitating 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 attendance interventions and 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 and interventions of the attendance procedures 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 an 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.

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. 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.

Attendance for CVA is documented as follows:

- All K-12 students must submit the weekly work required (as listed on the pacing chart for each course) by 4:59 p.m. on Friday of each week to be counted for attendance purposes.
- Students in grades K-5 must attend weekly scheduled live lessons with their teacher.
- ESE students must attend their scheduled support sessions with their contact teacher.
- Daily VSA login data can be used to determine attendance for any K-12 student whose 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)

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 this evidence 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 a 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 **
- Two doses of varicella vaccine for grades 10-12
 - *If a 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 a health care provider.
- An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student.
- Social Security Number (District request)
- Proof of Residency
 - Current mortgage statement, lease or deed
 - Current utility bill
 - Parent's government issued photo ID

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 evidenced on the FL 680 or 681
- Evidence of medical examination performed within the last twelve months [and](#)
- Social Security Number (District request)
- Proof of Residency

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 evidenced on the FL 680 or 681
- Social Security Number (District request)
- Proof of Residency

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)
- Proof of Residency

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**.

Students enrolled in Clay Virtual Academy or FLVS courses will only have grades transferred upon completion of each segment. There are no partial/quarter grades for CVA/FLVS courses.

Transfers from one CCDS elementary school to another will be through the Student Information System.

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 of the 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 two 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, the parent is notified with an 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.

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:
 - the parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
 - the 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.

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. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. 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 the 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 ELL and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL 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.

STATEWIDE ASSESSMENTS (F.S. 1008)

Students in voluntary pre-kindergarten through 6th grade are evaluated through the use of a coordinated screening and progress monitoring system provided by the Florida Department of Education. **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, science, and, mathematics will be provided intensive, explicit, systematic, and multisensory interventions to meet their academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Student Education, students with a 504 plan, and for students who have Limited English Proficiency, as provided through the Individual Education Plan (IEP), 504 Plan or the ELL Plan.

Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered pursuant to s. 1008.25(8) (b)2. is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized mathematics for students in grades 3 through 8. The statewide grade 5 science assessment shall be administered annually.

LOCAL ASSESSMENTS

Progress Monitoring

- Clay County District schools will use the Lexia Learning Platform
 - Core 5: pre-kindergarten to 5th grade
- Lexia Core 5 reading is an adaptive, blended learning program that

- accelerates the development of literacy skills for students of all abilities.
- Power Up: 6th to 12 grade
Accelerates literacy gains for students in grades 6 to 12 who are at risk of not meeting college and career-ready standards.
- 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 math diagnostic three times a year for math progress monitoring in grades K-8.

Student performance on teacher developed 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, 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.

Per section 1008.22, Florida Statutes, and Rule 6A-1.0943 F.A.C., only students with significant cognitive impairment are eligible to participate in the FSAA program. Therefore, students with a primary disability category of SLD must not participate in the FSAA program and subsequently should not be enrolled in access courses that align to the FSAA program.

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 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 ELL students who are identified as LY, or active ESOL learners are required to take the annual ACCESS 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 meet 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 a 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 a year-long honor roll for “AB” the student must achieve the 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 Florida's state academic 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's Assessment of Student Thinking (F.A.S.T.).

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.

The basis for making the determination regarding promotion should reflect student performance according to:

- Proficiency with state standards as determined by ~~i-Ready diagnostic~~ the State-wide coordinated screening and progress monitoring tool ~~reports in~~ for 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, ~~Lexia~~ Lexia Reading Level, etc.)
- Recommendation of the Individual Education Plan (IEP) team.

In grades K-2 and 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 considered 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 based on the initial date of entry to a school in the United States, 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 have a 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), school 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 Promotion to Fourth Grade.

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.

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 advanced 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.

Students in grade 6 must earn a promotion credit in language arts, mathematics, 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.

PROMOTION TO FOURTH GRADE

Reading Deficiency and Required Parental Notifications

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 was having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The parent of any student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations, 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 student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or

- upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for mid-year promotion. Mid-year 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.
 9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. (s. 1008.25(5), F.S., and s. 1008.25(7), F.S.)

Requirements for Promotion to Grade 4

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained. (s. 1008.25(5), F.S.)

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language

Arts assessment and who have an individual education plan or a Section 504 plan that 2 reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3.

6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of the student. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption, which research has shown to be successful in improving reading among students who have reading difficulties. (s.1008.25(6), F.S.)

Alternative Assessments for Promotion to Grade 4

A student who scores Level 1 on the grade 3 statewide, standardized English Language Arts assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4 and will provide a list of approved alternative assessments to districts. The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

1. Internal consistency reliability coefficients of at least 0.80;
2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent or criterion validity;
3. Norming studies within the last five to ten years, with norming within five years being preferable; and
4. Serves as a measure of grade 3 achievement in reading comprehension.

Districts may submit requests for the approval of alternative standardized reading assessments to be used for good cause exemption for promotion to grade 4. Once an assessment has been approved by the Department of Education, the assessment is approved for statewide use. The Department of Education shall approve the required percentile passing score for each approved alternative standardized reading assessment based on an analysis of Florida student achievement results. If an analysis is not feasible, students must score at or above the 50th percentile on the approved alternative standardized reading assessment. The earliest the alternative assessment may be administered for student promotion purposes is following administration of the grade 3 statewide, standardized English Language Arts assessment. An approved standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and

different test forms are administered. (Rule 6A-1.094221, F.A.C.)

The table below lists approved alternative assessments and required percentiles at the publishing date of this TAP. It is the responsibility of the district to ensure use of the most current set of norms available for the respective alternative assessment. For the current list of approved assessments, please refer to the Third Grade Guidance webpage on the Just Read, Florida! website, <https://www.fldoe.org/academics/standards/just-read-fl/third-gradeguidance.shtml>.

SAT-10	45 th Percentile
Achieve3000 LevelSet	50 th Percentile

Student Portfolios for Promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Language Arts Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. For the 2021-22 school year, the portfolio must meet the following criteria:

1. Be selected by the student's teacher;
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. Include evidence that the standards assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately fifty percent literary text and fifty percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments;
4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each standard, there must be at least 3 examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To request a good cause exemption, 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 progress monitoring

plan, individual educational plan, if applicable, report card or 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, the school principal shall make such recommendation in writing to the school district superintendent. The school district superintendent shall accept or reject the school principal's recommendation in writing. (s. 1008.25(6), F.S., and Rule 6A-1.094221, F.A.C.)

Summer Reading Camps

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension and other strategies prescribed by the school district. Third grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. (s. 1008.25(7), F.S.)

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 Summer Reading Camp if they are taking remedial instruction through a private program.

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. These students must also be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
 - a. Coordinated integration of content-rich texts in science and civic literacy within

- the 90-minute block.
- b. Small group instruction.
- c. Reduced teacher-student ratios.
- d. More frequent progress monitoring.
- e. Tutoring or mentoring.
- f. Transition classes containing 3rd and 4th grade students.
- g. Extended school day, week or year. (s. 1008.25(7), F.S.)

Services for Students Promoted to Grade 4 with a Good Cause Exemption

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (s. 1008.25(4), F.S., and s. 1008.25(6), F.S.)

Intensive Reading Acceleration Course

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1 or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
2. Small group instruction.
3. Reduced teacher-student ratio.
4. The use of explicit, systematic and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
5. A read-at-home plan. (s. 1008.25(7), F.S.)

Mid-Year Promotion of Retained Grade 3 Students

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade

- level;
- 2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
- 3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the Language Arts Florida Standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessment(s) measuring Language Arts Florida Standards;
2. Satisfactory performance on a state-approved alternative assessment as delineated in Rule 6A-1.094221, F.A.C., and described in Section B of this TAP; or
3. Successful completion of portfolio elements that meet all of the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence of mastery of the standards assessed by the grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district adopted core reading curriculum or the state-provided third grade student portfolio. Portfolios should contain 50 percent literary and 50 percent informational texts; and
 - d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. (s. 1008.25(7), F.S., and Rule 6A-1.094222, F.A.C.)

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.

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 F.A.S.T. assessment for 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 the F.A.S.T. assessment for 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 F.A.S.T. assessment for Math must receive remediation that may be integrated into the required math course the next year.

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.

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 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 school 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.

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 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 should be made on the basis of the student's need to meet the district and state academic achievement levels.

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 areas of reading, math, science, and writing in efforts to raise student achievement.

VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)

The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4-year-olds who reside in Florida and were born on or before September 1 of the year they would enter the program. Parents of 4-year-olds with birthdays from February 2 through September 1 may postpone enrolling their child until the following year when they are 5. A Certificate of Eligibility (COE) is required to attend a VPK program. The parent/guardian must obtain the COE from the Early Learning Coalition. The VPK program is offered during the school year (540 instructional hours) and during the summer (300 instructional hours) at selected elementary school sites. No fees are charged for VPK required instructional hours. Each VPK program has the flexibility to structure daily hours per week to meet the required number of instructional hours. There is no requirement for school districts to transport children to VPK. It is the responsibility of the parent/guardian to provide transportation to VPK. The VPK program is not special education and does not provide for specially designed instruction or related services. The VPK Program has policies related to attendance and discipline.

School-Year VPK Program at CCDS Elementary Schools

School-year seating for each VPK program is determined by a lottery. Seating is very limited (7 to 11 seats per VPK program). School-year VPK lottery dates and the online application are located on the District website. Students may apply for one school in the lottery and cannot be placed in multiple lotteries for the district elementary schools. Students who do not receive a seat through the selected elementary VPK lottery will be placed on a waitlist. The waitlist will be capped at 10 students. The following documents are required once the lottery is confirmed:

- Birth Certificate
- FL680 Immunization Record
- School Entry Health Exam
- Parent's Government Issued Photo ID
- Signed and Dated Certificate of Eligibility (COE)

Before and After Extended Stay occurring outside of the VPK provider contractual instructional hours, but within the regular school day is available for a nominal fee through CCDS deduction or Scheduled Payment Agreement Form.

Montessori VPK Program at Swimming Pen Creek Elementary

Seating for the Montessori VPK program is determined at the school level.

Summer VPK Program at CCDS Elementary Schools

Seating for the Summer VPK program is limited to 12 seats. Seating is assigned in the order of received applications containing the required information and documents.

School-Year VPK Program at CCDS High Schools

The school-year VPK program is offered at five of the District's High School Child Care Learning Labs as part of the Early Childhood Education program: Fleming Island High School, Middleburg High School, Oakleaf High School, Orange Park High School, and Ridgeview High School. Seating is determined through an online application accessible on the District website.

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 counseling 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.

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 counselling 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 <http://www.FloridaStudentFinancialAid.org>.

SERVICE HOURS

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 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 service hours for an activity, below are the district guidelines:

- 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.;
- 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;

- Service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;
- 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 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.

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 athletic 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 for each full-credit course on a scale of A = 4, B = 3, C = 2, D = 1, F = 0. Quality points are assigned for one-half credit courses on a scale of A=2, B=1.5, C=1, D=0.5, 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 be 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.”

COLLEGE READY TEST SCORES

The State of Florida launched the College and Career Readiness Initiative to improve student readiness for postsecondary education and promote success after high school graduation. Students are considered “college ready” or prepared to enter college credit coursework when they meet the state defined cut scores on approved common placement

tests, per State Board Rule, 6A-10.0315. The goals of this legislation are to: 1) increase the number and percentage of students who graduate from high school ready for college credit coursework; 2) better communicate with 11th grade students and their parents the requirements of college entry, and; 3) to provide students, whose test scores in reading, writing and/or mathematics indicate deficiencies in critical skills, an opportunity to attain the needed competencies during the 12th grade year prior to high school graduation.

<u>ACT</u> Reading 19 & English 17 Math 19
<u>SAT</u> Reading Test-24 & Writing and Language Test- 25 Math Test- 24
<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 from an acceptable nationally recognized accreditation organization.

JUNIOR HIGH SCHOOL COURSE SEQUENCING

Students are required to enroll in a full year of mathematics, language arts, science, social studies and at least one semester of physical education (per F.S. 1003.455) 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 its² 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 Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, geometry and Civics EOC exam 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, and Agricultural Foundations. Please see the Master Schedule Guidelines for prerequisites for the CTE high school credit earning courses taught at the junior high school. 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 (F.S. 1003.428)

- Participation in an interscholastic sport (FHSAA sanctioned), at the varsity or junior varsity level, 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-half 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 an “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 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 as determined by state legislation. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the diploma requirements. 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 junior high Civics, Geometry, Biology, and U.S. History. EOC scores count as 30% of the final grade and may be required to receive the “Scholar” diploma designation. Please see the Florida Graduation Requirements for the full list of 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 School and Clay Virtual Academy 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 comparable concordant score (see Florida Graduation Assessment Requirements).
- The Biology, Geometry, 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, Geometry, 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 Florida Department of Education K-12 Scholarship Program, such as Family Empowerment or Hope 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.

FLORIDA SEAL OF BILITERACY

Students who attain a high level of competency in listening, speaking, reading and writing in one or more world languages, in addition to English, will be eligible for the “Gold” or “Silver” Seal of Biliteracy award. 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 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/State 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/State 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 award requirements. 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 students 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;
- 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 U.S. History, English III (American Literature), U.S. 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;
- 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 State assessments 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.

GRADE 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. 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, but will remain listed on a student's official transcript.

GRADING SCALE

Florida Grading Scale for Grades 6-12 is for the purpose of calculating GPA, not for specific course work.

Letter Grade	Progress	Numerical Equivalent	GPA Value (for a 1.0 credit course)
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	0-59	"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 at their last school of enrollment, 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 the outcome. Students, who fail to meet the minimum credits or grade point average 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, they 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 (Florida Standard Diploma Requirements). 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 of 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 are 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;
- Students 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 requirements. 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 online.

- 4 credits in English Language Arts - major concentration in composition, reading for information and literature; must pass the 10th grade State ELA assessment 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 a series of Community, Action, and Service (CAS) experiences, and write an extended essay. Students 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 AICE program is offered at Clay High School, Fleming Island High School, Keystone Heights 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.

Students who choose to complete the 18 credit ACCEL diploma option are encouraged to speak with any post-secondary institutions they may consider to ensure that they have met the necessary admissions requirements.

Online Credit Graduation Requirement

Students may meet this requirement by completing and passing an online high school course offered by the following:

- Florida Virtual School/Clay Virtual Academy;
- 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 successful course completion.
- 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 State ELA Assessment re-take or earns a concordant score, the student 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 State 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 the State ELA 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 an equally rigorous course, 2 of 3 credits must have a 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 an equally rigorous course, 2 of 3 credits must have a 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/PSAT)		
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			

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.

STATE REQUIRED INSTRUCTION

Pursuant to [State Statute 1003.42](#), students receive required instruction on topics that include but not limited to the following:

- The History of the United States, Civil Government, the History of the Holocaust, the History of African Americans, and the contributions of Hispanics and Women to the United States
- Character education on self-control, resilience, leadership skills, kindness, empathy, cooperation, and conflict resolution.
- Comprehensive Health education per state statute 1003.42(2)(n) that shall cover various topics that include healthy relationships, teen dating violence (grades 7-12), personal health, internet safety, disease control, community health, consumer health, environmental health, family life, injury prevention and safety, nutrition, and personal health. The instruction in acquired immune deficiency syndrome, per state statute 1003.46, shall be grade and age appropriate of the student and shall reflect current theory, knowledge, and practice regarding acquired immunodeficiency syndrome and its prevention. Section (3) of this statute allows any student whose parent makes a written request to the school principal to be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment.

Comprehensive health education that requires a minimum of five hours of instruction related to mental and emotional health for students in grades 6-12, per State Statute 1003.43(2)(n). Additionally, school districts are required to annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness of youth substance use and abuse health education. The content will be grade and age appropriate. The school districts are required, under the rulings, to document planning and delivery of all instruction.

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

Enrollment as a home education student requires:

- Intent to homeschool filed with the school district home education office within 30 days of starting the program
- Student portfolio- a log of educational activities made contemporaneously with instruction that includes: the title of any reading materials used and samples of student work. The portfolio must be maintained for at least 2 years and be available for review within 15 days if requested by the home education office.

- Submit an annual program evaluation. Failure to complete the evaluation places the program out of compliance and at risk of termination. If terminated, the parent would have to enroll the student in another school choice option within 3 business days and would not be able to open a new home education program for 180 calendar days from the date of termination.

Clay County secondary schools, including Clay Virtual Academy, are accredited by Cognia. 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. Home school students may also participate in social activities at their zoned school. Participation eligibility for home school students is the same for public school students (grades, attendance, behavior and any other rules/policies in place for non-home education students). These social activities include but are not exclusive to: homecoming, junior/senior Prom, and grad bash.

Homeschool students do not receive a Florida Public High School Diploma, even if they choose to take courses with CVA. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District and State graduation requirements including credits and assessment requirements. Should homeschooled students wish to graduate from a high school and receive that schools’ diploma; they must re-enroll for their entire senior year and meet all graduation requirements.

Homeschool students are not required to participate in state assessments but may choose to do so. Parents need to coordinate state assessments with their zoned public school in early February to ensure the student is scheduled for any appropriate assessments for Spring testing.

Homeschool parents may request Exceptional Student Education services or a psycho-educational evaluation of a student suspected of having a disability by contacting the district ESE office. An education service plan can be developed for some ESE services for home school students. An example of an educational service would be speech or language therapy and these types of services would be provided at the student's zoned school.

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, guardians, or adult students must be notified 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.

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 (F.S. 1003.455). 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 MTSS. Students who are to be retained must receive academic 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 (EDGENUITY)
- 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. The state requires that student performance results from the statewide progress monitoring assessment be provided to the parents within one week after receiving results from the Department of Education.

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, and social studies. 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 Progress Monitoring Plan (PMP). No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (See P. 73 "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 (F.S. 1003.4156):

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

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 an 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 year based on the year they first entered 9th grade. This cohort year 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: This course is designed for 6-12 grade students reading below grade level. The course includes foundational skill benchmarks to be used until a student has mastered the

benchmarks. All 6th through 12th grade students scoring a Level 1 or Level 2 on the Florida Standards Assessment for English Language Arts will undergo a cumulative records review of prior historical academic performance, prior historical assessment data, and current stakeholder input. If placement in intensive reading is determined by the initial cumulative records review, then the student scoring a Level 1 or Level 2 will complete the Lexia PowerUp diagnostic to determine the specific skill gap. Instruction will be individualized and targeted to the skills that pose the greatest barrier to the student's learning using Lexia PowerUp and Achieve3000. The individualized diagnostic data, as well as instructional time, will be in addition to those provided in core instruction. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies. Formative assessments will occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The course includes the B.E.S.T. Standards for Applying Foundational Reading Skills for Students in grades 6-12 needing Reading Interventions. Interventions will be implemented until a student has mastered the standard. The expected outcome is for the student to achieve grade-level proficiency as determined by an achievement score of 3 or higher on the Florida Standards Assessment for English Language Arts and/or advanced placement levels on Lexia PowerUp combined with college-career readiness on Achieve3000. The Intensive reading course has been designed for the teacher to select and teach only the appropriate benchmarks corresponding to the student's grade and instructional level. Interventions must be evidence-based and correspond to the district K-12 Evidence-based Comprehensive Reading plan. Effective implementation requires the support to be matched to student needs and must be provided by a reading endorsed/certified teacher. Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

Students in grades 11 and 12 who score a Level 1 or Level 2 on FSA retakes and who have not earned a concordant score on the ACT or SAT will be placed in an intervention course. This course will focus on ACT/SAT preparation and reading remediation using Lexia PowerUp and Achieve3000. 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.

Math: Students in grades 7 and 8, who score an achievement level 1 on the state assessment 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 state assessment will be given priority for Algebra 1A 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 Foundations or a Foundations/Geometry co-requisite course combination based on scale score. 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 School Counseling 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 the 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.

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: CREDIT RECOVERY/GRADE FORGIVENESS

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 one full-credit 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.

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 school 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 ELA state assessment 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 ELA state assessment;
- 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

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.

CLAY VIRTUAL ACADEMY

CVA IS A SCHOOL OF CHOICE

CVA offers full-time/part-time enrollment as a franchise of Florida Virtual School (FLVS). Part-time classes are available to any 6-12th grade Clay County student meeting the Profile for Success Criteria. Fourth and fifth grade students may also take part-time classes if they have qualifying state assessment scores. Students may opt to take 7th or 8th period courses through Clay Virtual Academy or FLVS for acceleration, original credit or grade forgiveness. For more information please see your school counselor or cva.oneclay.net.

AGE REQUIREMENTS

- Students enrolling in Kindergarten must be 5 years old on or before September 1 in the school year which he or she is enrolling.
- Students enrolling in first grade must be 6 years old on or before September 1 in the school year for which he or she is enrolling.
- Age requirements for students with disabilities that have an active Individual Educational Plan (IEP) differ from the general school age requirements.

COURSE OFFERINGS

CVA offers numerous courses during the school year, including Honors, Advanced Placement (AP), and Dual Enrollment courses. CVA course grades are accepted for credit and are transferable upon completion of the course only. No partial grades can be transferred at any time. CVA is considered part of the Clay County school system and has accreditation status Cognia and the courses are approved by the NCAA. Here is a current list of CVA Course Offerings.

STATE TESTING REQUIREMENT

Clay Virtual Academy (CVA) is a school of 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 when there is room available and the student meets the Profile for Success Criteria. As a School of Choice and a Franchise of FLVS, CVA full-time students are required to take all state assessments at their zoned school. Students who do not take their state assessments can be found ineligible to return to CVA for full-time enrollment. Families who are wanting to opt-out of state testing can only do so through the Home Education enrollment option.

ACADEMIC INTEGRITY

Student academic integrity is a core value and universal expectation at CVA as a Franchise of Florida Virtual School. Detailed information regarding the criminal nature of academic brokering, the policies pertaining to reporting, and the proctored exam process can be found on the FLVS website at FLVS Academic Integrity.

ELEMENTARY HANDWRITING STANDARDS AND EXPECTATIONS

CVA Full time elementary students in Kindergarten through grade 3 are required to submit handwritten work for all assignments in the enrolled student's own handwriting. Grades 4 and 5 may submit typed assignments with exception of the assignments that include handwriting standards. The requirement of students submitting work in their own handwriting is in alignment with FLVS Academic Integrity policies. Students who have an IEP, 504 Plan, or other ESE documentation on file at CVA may require accommodations for the response options for class assignments. The teacher or parent should contact the ESE Department at CVA to discuss any necessary accommodations.

ACADEMIC REQUIREMENTS FOR FULL-TIME STUDENTS

Students must meet the recommended academic progress outlined below, including the following enrollment requirements:

- 10th-12th grade students must currently be on track for a 24 credit diploma to include a minimum 2.0 GPA and the appropriate credits earned for each school year completed:
 - Students should have 6 credits at the end of 9th grade school year.
 - Students should have 12 credits at the end of 10th grade school year.
 - Students should have 18 credits at the end of the 11th grade school year.
 - Students are required to complete 6 courses during the semester of graduation. This is an accreditation requirement.

REQUIREMENTS FOR STUDENTS WITH DISABILITIES

- Students with disabilities are required to meet the state and CVA/FLVS Franchise Profile for Success Criteria in order to be accepted into CVA Full Time, just as their non-disabled peers.
- Current Individual Educational Plans (IEP) of student applicants who meet the school's entrance criteria will be reviewed on an individual basis in order to determine the appropriateness of the full-time virtual education option.

TECHNOLOGY REQUIREMENTS

To maintain contact with teachers, staff, and administration, students must have **daily access** to the following:

- Computer with webcam and microphone
- Internet service
- Email
- Telephone

APPLICATION/ENROLLMENT PROCESS FOR FULL-TIME STUDENTS

Applications for CVA are accepted only during open enrollment periods which open 90 days before the first day of school and close 30 days before the first day of school. These enrollment dates are 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 fair as possible, that students will be successful in their academic work. The application process for CVA is multi-step and the student is not enrolled into CVA until all of the following steps are completed:

- Parent and Student Responsibilities Agreement is completed and submitted by the parent/guardian
- An application is submitted during the enrollment period
- A VSA/FLVS account for both the parent and the student is created
- The parent/guardian and student attend a meeting with a CVA School Counselor to determine whether applicants meet the Profile for Success Criteria. *Please note that school counselors determine academic decisions only and are unaware of holds that may prohibit CVA enrollment.
- The parent/guardian completes the online Synergy registration and submits all required documentation for their student.
- The student's most recent school gives clearance from any holds, including disciplinary holds and releases registration of the student to CVA.

CVA reserves the right to suspend the application and registration process after 2 follow-up attempts to request completion of any requirement without resolution. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance school counselor approval. Full-time enrollment for CVA is a year-long commitment. Full-time students can be released from CVA upon an academic review of the Profile for Success Criteria and/or not adhering to the Parent and Student Responsibilities Agreement.

PACING AND WEEKLY WORK REQUIREMENTS

Students are required to follow the pace chart for each of their courses. Both full-time and part-time students should commit 5-6 hours per week to each virtual course. If a student does not stay on pace, they are considered absent based on this pacing and/or lack of weekly work submissions. This can impact attendance and future enrollment in CVA. 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.

GRACE PERIOD

Students have a 21-day grace period starting from the course activation date to drop a course without penalty. 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. 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 school counselors will interpret this.

RESUBMISSIONS

As part of the CVA/FLVS Franchise commitment to mastery learning as a process, students who choose to remediate material to gain additional understanding will have the option to re-attempt a formative assessment in their course. Formative assessments in a course may include worksheets, written compositions, lab reports, short answer paragraphs, essays, book responses, graded discussion board posts, and other assessments that require teacher evaluation of the student's work. While infrequent situational deviation may occur at an Instructional Leader's/Administrator discretion, Florida Virtual School limits the number of total attempts to three on the formative assessments mentioned above. Summative assessment submissions will be limited to one. Exceptions may be made in certain situations if determined appropriate by the Instructional team. Resubmission of coursework must be completed prior to taking the segment exam (grades 6-12).

FINAL GRADES

All course grades are final. Students can only resubmit assignments before the segment exam is completed. Assignments cannot be resubmitted after the segment exam is completed. 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" will be issued to their school transcripts. Students from outside Clay County may enroll in CVA full or part time online programs.

STUDENT CONTACT AND DROP POLICY

Only through continuous communication can students be successful in an online course. It is the student and parent's responsibility to ensure that both the VSA/FLVS platform and the Synergy platform are updated with correct student and parent contact information at all times. 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 correspondence from the instructor. Through this correspondence, 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. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress.

- If the student does not submit the expected numbers of assignment(s) within a period of fourteen (14) consecutive days, the student and parent(s) will receive correspondence from the instructor. Through this correspondence, 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. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress. All assignments must be submitted in order to receive credit for the course. No exemptions will be granted as each assignment relates to a specific course standard that must be covered.
- If the student does not respond by submitting assignments within twenty-one (21) days of the initial correspondence, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.

COURSE REINSTATEMENT

- Reinstatement into a course may only be requested for a course dropped during the current school year.
- Students who are dropped from a course the 1st two times may request reinstatement through their teacher by contacting the teacher directly and creating a success plan. Any student requesting reinstatement for a 3rd time will request it by contacting the Principal of CVA and submitting a success plan to include a written statement showing the student's commitment to finishing out the course. Reinstatements will not be granted after the 3rd attempt.

ACADEMIC REVIEW PROCESS

Full-time students will undergo an academic review each semester. This is to ensure student success in the virtual environment. Several things are considered when conducting these reviews including the continued meeting of all Profile for Success Criteria, growth and achievement on all Progress Monitoring assessments and adherence to the in-person testing requirement.

GRADUATION

CVA holds a graduation ceremony for graduating seniors. Students have the option to participate at their zoned school's graduation if they are in good standing and have spent the majority of their high school years at the zoned school. CVA students will not be considered for the class rank of their zoned school. It is the student's responsibility to stay in contact with their zoned school to ensure they are eligible and approved to attend their graduation. 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.

FLVS FULL-TIME AND FLVS FLEX THROUGH HOME EDUCATION OFFICE

Secondary students who enroll directly with FLVS full-time as a school choice option through the Home Education Office are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools. Please see the Home Education section for more information.

ENGLISH LANGUAGE LEARNERS (ELL)

The ESOL 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 school 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 ELL 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 ACCESS for ELLs 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 ELL 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~~ four additional years.

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 instructional/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).

Three levels of Multi-Tiered Systems of Support:

- Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Education Plan (IEP), and students who are ELL; provides print rich, explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design of Learning.
- Supplemental Instruction/Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are ELL; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction.
- Intensive, Individualized Instruction/Intervention (Tier 3): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are ELL; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions.

The basic elements of MTSS are required by the Every Student Succeeds Act (ESSA) 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 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:

- Qualified teachers deliver scientific, evidence-based instruction and evidence-based practices.
- Evidence-based curriculum, instructional approaches, and behavior interventions have a high probability of success for most students.
- Instruction and behavior interventions are differentiated to meet individual learning and behavior needs.
- Reliable, valid, and instructionally relevant assessments include the following:
 - **Screening** – The purpose of screening is to identify the probability of risk or success in reading achievement.
 - **Progress Monitoring** – The purpose of progress monitoring, also called interim or formative assessment, is to determine whether students are learning the skills taught and/or meeting benchmarks throughout the school year.
 - **Diagnostic** – The purpose of a diagnostic assessment is to identify a student's strengths and weaknesses for students identified at-risk on a screening assessment.
 - **Summative** – The purpose of summative, or outcome, assessment is to evaluate students' performance relative to a set of content standards generally administered at the end of the school year.
- 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 or 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 are not demonstrating proficiency 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 considered for Supplemental Instruction/Intervention or Intensive, Individualized Instruction/Intervention after thorough review of prior and current Tier 1 core instruction. These interventions and the monitoring of these interventions should be documented within the RtI 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. The RtI Team consists of all stakeholders, including, but not limited to the student, family, teachers, administration, and guidance counselors will continually monitor student progress and make appropriate adjustments to instruction and intervention based on relevant data.

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.

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 services, for qualified students, are available for students in grades K-12.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS

Beginning no later than the first IEP to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and the IEP team, whichever occurs first, the IEP team in collaboration with the student's parent(s)/guardian(s) will review the diploma option (including standard diploma designations) annually and, if appropriate, revise the diploma option accordingly. 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

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 and assessed via an alternate assessment. 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. Students who choose the academic and employment option must earn at least 0.5 credit via paid employment. 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.

ESE SERVICES AND THE PROVISION OF FAPE

Under the Individuals with Disabilities Education Act, students with disabilities may receive public education services until their 22nd birthday. Students who have not graduated with a standard diploma or who have selected the option to defer the receipt of their standard diploma may receive services from the school district until their 22nd birthday.

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

Beginning no later than the first IEP to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and IEP team, whichever occurs first, the IEP team in collaboration with the student's parents/guardian and student must discuss the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma pursuant to 1003.4282 (10) (c). [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).

EXTENDED SCHOOL YEAR SERVICES

Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.

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 (EP) 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 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 EP, 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.

SECTION 504 ELIGIBILITY

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. In order to become eligible under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; ~~or~~ (2) have a record of such an impairment; or (3) be regarded as having such an impairment. The 504 eligibility determination process involves a referral and a 504 evaluation conducted by a school-based team. The Section 504 accommodation plan, as determined by the team, is designed to provide the disabled student with a level playing field for equal participation and opportunity for access. The District Implementation Plan, developed by University of South Florida's Student Support Services, provides an overview and implementation guidance of Section 504.

CLASSROOM ACCOMMODATIONS FOR SECTION 504 AND ESE

Students eligible for ESE or 504 plans 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 or 504 plan. 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 or 504 plan team at annual 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 or 504 plan, for a eligible students in all situations.

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, and demonstrate a need for specialized instruction. These students may continue their academic instruction in the home or in the hospital. Eligibility, placement, and program services is determined by members of an eligibility determination team meeting, scheduled upon receipt of a Hospital/Homebound Request which is completed by parent/guardian(s) as well as by an attending Florida physician or psychiatrist who certifies 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 an extended absence.

**2022-23 Student Progression Plan
Rationale for Major Revisions**

INTRODUCTION

SECTION TITLE	REDLINED DRAFT 2021- 2022 DOCUMENT PAGE #	RATIONALE FOR REVISION
Cover Page	1	Update year and school board member name
Table of Contents	2-6	Revised to represent changes in formatting,moved, and/or deleted sections
Introduction	7	Insert "Clay County District Schools..."
Introduction	7	Change "interested citizen" to "stakeholders"
Florida State Academic Standards	7	Insert "Academic" in title of section
Florida State Academic Standards	7	Delete "inclusive of theNext Generation Sunshine State Standards..."
Florida State Academic Standards	7	Add "This represents"
Florida State Academic Standards	7	Delete "The standards are rigorous..." (redundant)
Florida State Academic Standards	7	Change "levels" to "clusters"
General Procedures for Promotion, Special Assignment, and Placement	8	Replace deleted text with updated information
Statewide Student Assessment Program	9	Replace deleted text with updated information
General Procedures for Dropout Prevention Programs and Academic Internention Programs	9	Insert "one or more of"
General Procedures for Dropout Prevention Programs and Academic Internention Programs	10	Replace "proficiency" with "achievement"
General Procedures for Dropout Prevention Programs and Academic Internention Programs	10	Insert "is"
General Procedures for Dropout Prevention Programs and Academic Internention Programs	11	Insert "a"
Military Families and Transfers	11	Insert "The district will implement..."
Military Families and Transfers	11	Insert "sending"
Military Families and Transfers	11	Delete second bullet
Military Families and Transfers	12	Add two enrollment requirements
Military Families and Transfers	12	Add "Advance Enrollment" bullet
Military Families and Transfers	13	Delete "Students transferring under the "HOPE Scholarship Program"
Eligibility	13	Insert "care of a"
Attendance	14	Insert "It is the repsonsibility..."
Attendance	14	Correct number format
Attendance	14, 15	Insert definitions of levels of attendance
Habitual Truancy	15	Insert "the"
Habitual Truancy	15	Replace "faciliation" with "facilitating"
Habitual Truancy	15	Replace "remedial" with "attendance interventions and"
Habitual Truancy	15	Replace "of the multidisciplinary Team" with "and interventions..."
Excused/Unexcused Absences	16	Insert "an"
Excused/Unexcused Absences	17	Deleted "Excused absences are..."
Excused/Unexcused Absences	17, 18	Revise Clay Virtual Academy attendance information
Elementary Education Admission and District Requirements	19	Replace "these evidences" with "this evidence"
Elementary Education Admission and District Requirements	19	Insert "a"
Elementary Education Admission and District Requirements	19	Insert "Proof of Residency" requirements
Transfer District Requirements	20	Add "evidenced on the FL 608 or 681" twice on page
Transfer District Requirements	20	Add "Proof of Residency" three times on page
Transfer District Requirements	21	Insert "Students enrolled in Clay Virtual Academy..."
Transfer District Requirements	21	Replace "CCSD" with "CCDS"
Transfer District Requirements	22	Insert "the" three times on page
Elementary Instruction	22	Delete this subheading
Reading Deficiencies and Parental Notification	23	Insert "In addition..."
Reading Deficiencies and Parental Notification	24	Replace "English Language Learners" with "ELL" twice on page

Statewide Assessments	25	Add "Statewide" to chapter heading
Statewide Assessments	25, 26	Revise this section per s. 1008.25 revisions
Local Assessments	25	Add this chapter heading
Local Assessments	26	Revise Progress Monitoring to reflect current programs
Local Assessments	26	Delete "commercially produced"
Guidelines for Exemption of English Language Learners (ELL)	28	Delete "ELL"
Guidelines for Exemption of English Language Learners (ELL)	28	Replace "English Language Learners (ELL)" with "ELL students"
Honor Roll	30	Inserted four minor grammatical corrections
Promotion	31	Change "Florida State Standards" to Florida's state academic standards"
Promotion	32	Insert "of Student Thinking (F.A.S.T)"
Promotion	32	Relocated this information from Determination Regarding Promotion, page 34
Promotion	32-33	Relocated this information from Promotion (K,2 - 4,6) pages 49 and 50
Promotion	34 - 42	Replace with DOE DPS: 2022-65, Promotion to Grade 4 Technical Assistance Paper
Promotion	43	Delete "STUDENTS WITH DISABILITES" section as the DOE TAP covered this information
Remediation K-6	44	Delete as this is covered in the DOE TAP
Secondary School Reform	45	Change "FSA" to "F.A.S.T. assessment for" three times on page
Secondary School Reform	45	Delete reference to page 19
Secondary School Reform	45	Add "Sixth grade students..."
Secondary School Reform	45	Add "On a case-by-case basis..."
Mandatory Grade 3 Retention and Support	46 - 48	Delete as DOE TAP covers this information
Exemption for Good Cause	48 - 49	Delete as DOE TAP covers this information
Promotion (K-2, 4-6)	49, 50	Moved to pages 32 and 33
Student Eligibility for Academic Tutoring and Summer Reading Camp	51 - 52	Delete as DOE TAP covers this information
Required Program of Study K-6	52	Delete as this is duplicated verbiage
Voluntary Pre-Kindergarten Program (VPK)	52 - 52	Replace with new verbiage
Service Hours	56	Delete "community"
College Ready Test Scores	59	Insert "from an"
Course Substitutions	60	Insert "(FHSAA sanctioned)"
Course Substitutions	60	Insert "half"
Credit Acceleration Program (CAP)	61	Delete "FCAT"
End-of-Course (EOC) Exams	64	Replace "school choice..." with "Florida Department..."
Florida Seal of Biliteracy	64	Replace "on" with "in"
Florida Seal of Biliteracy	64	Replace "FSA" with "State"
Foreign Exchange Students	65	Insert "s"
Foreign Exchange Students	66	Replace "FSA" with "State assessments"
Grade Forgiveness "D" and "F"	66	Delete "This is to allow..."
Grading Scale	66	Add "for the purpose of calculating..."
Graduation Exercises/Diplomas	67	Insert "at the last school of enrollment"
Graduation Exercises/Diplomas	67	Insert "the"
Graduation Exercises/Diplomas	67	Insert "or grade point average"
Graduation Options	68	Insert "of"
Graduation Options	68	Replace "is" with "are"
Graduation Options	69	Replace "FSA ELA" with "State ELA assessment"
Graduation Options	70	Replace "150 hours of community..." with "a series of Community..."
Graduation Options	71	Replace "The two schools..." with "The AICE program..."
Graduation Options	71	Insert "Virtual School" and "Academy"
Graduation Options	62	Revise sentence "Core course..." to read smoothly
Graduation Options	72	Replace "FSA" with "State" and "State ELA"
State Required Instruction	75	Replace "Comprehensive Health education..." with updated verbiage per s. 1003.42
State Required Instruction	75	Delete "In 2019" and replace with "Comprehensive"
State Required Instruction	75	Insert "Per State Statute 1003.43(2)(n)"
Home Education	75, 76	Insert updated verbiage
Home Education	76	Replace "AdvancEd" with "Cognia"
Home Education	76, 77	Add updated information regarding CVA

Interim Reports	77	Insert "guardians"
Promotion and Retention	79	Delete "Multi-Tiered System of Support"
Promotion and Retention	79	Insert "Academic" in title of section
Promotion and Retention	80	Replace "Progress reporting..." with "The state requires..."
Promotion and Placement of Junior High Students	81	Delete "PMP" and replace with "Progress Monitoring Plan (PMP)"
Promotion and Placement of Junior High Students	81	Delete "(Successful completion of a high school..."
Promotion and Placement of High School Students	82	Replace "a" with "an"
Reading and Math Remediation	84	Replace "FSA" with "the state assessment" twice
Reading and Math Remediation	84	Delete "/1B"
Reading and Math Remediation	84	Replace "liberal arts math course" with "Foundation or a..."
Summer School: Credit Recovery/Grade Forgiveness	85	Add "Credit Recovery/Grade Forgiveness" to title of section
Summer School: Credit Recovery/Grade Forgiveness	85	Replace "two" with "one"
Summer School: Credit Recovery/Grade Forgiveness	86	Delete "Courses for new or original..."
Transferring Student	87	Delete "FSA" and insert "state assessment"
Transferring Student	88	Delete "FSA" and insert "state assessment"
Clay Virtual Academy	90 - 97	This section revised to reflect current information
English Language Learners (ELL)	98	Replace "English Language Learners" with "ELL" twice on page
Multi-tiered System of Supports/Response to Intervention Plan/Progress Monitoring	98	Add "al" and capitalize the word "tier" (twice)
Multi-tiered System of Supports/Response to Intervention Plan/Progress Monitoring	98	Delete "and can be provided in a variety of ways and locations"
Multi-tiered System of Supports/Response to Intervention Plan/Progress Monitoring	99 - 103	Revisions based on current information
Exceptional Student Education	103	Remove subheading "Exceptional Student Education"
Exceptional Student Education	103	Insert "services", replace "is" with "are", insert "for students in grades"
Graduation Requirements for Students with Disabilities and Types of Diplomas	103 - 104	Insert "Beginning no later than the first IEP..."
Requirements for Specific Standard Diplomas	105	Insert "and assessed via an alternate assessment"
Requirements for Specific Standard Diplomas	106	Insert "Students who choose the academic..."
Deferral of Graduation/Receipt of Standard High School Diploma	106	Replace "This applies only to..." with Beginning no later that the first IEP..."
Extended School Year Services	107	Add this section
Section 504 Eligibility	108	Replace "A 504 Accommodation Plan..." with "Section 504 of the..."
Section 504 Eligibility	108	Insert "The Section 504 accommodation plan, as..."
Hospital/Homebound	109	Add new verbiage relating to eligibility for services

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING TO ADOPT THE 2022-2023 STUDENT PROGRESSION PLAN

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approved, on June 2, 2022, the advertisement of the 2022-2023 Student Progression Plan.

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 2022-2023 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 2, 2022. 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 2022-2023 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 policy revisions are noted under each section of the Policy.

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

Public Hearing: The Board intends to formally adopt the 2022-2023 Student Progression Plan following a public hearing. ***The public hearing shall be held on Thursday, August 4, 2022,*** during the course of a the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net 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 4, 2022 - Regular School Board Meeting

Title

D6 - Public Hearing to Approve as Advertised 2022-2023 Student & Family Handbook and Code of Student Conduct

Description

Per statutory requirement, the 2022-23 Code of Student Conduct is being noticed prior to its official adoption by the School Board of Clay County in August 2022. The Code of Student Conduct is a policy adopted by the district that defines and describes the expected behavior of students while in the learning environment and is a guide for administrators on addressing conduct infractions through intervention and consequences.

Gap Analysis

The Code of Student Conduct is updated annually to address new statutory requirements and strengthen existing language based on a review of discipline data profiles.

Previous Outcomes

The Code of Conduct was enforced with fidelity by each school.

Expected Outcomes

By publicly adopting this revised version of the Student Handbook and the 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 the learning environment.

Strategic Plan Goal

Goal: Goal 3 Establish a respectful climate and culture that provides equity and access to all.
Strategy: 3.2: Develop systems and processes that focus on developing the whole child.

Recommendation

That the Clay County School Board will approve as advertised the 2022-2023 Student Handbook and Student Code of Conduct.

Contact

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

Financial Impact

None

Review Comments

Attachments

- ☞ [__DRAFT__ - 2022-2023 - CCDS Student and Family Handbook and Code of Student Conduct.pdf](#)
- ☞ [Rationale for 22-23 Code of Conduct Changes - Sheet1.pdf](#)
- ☞ [Legal Adv PH Notice_2022-2023 Student and Family Handbook and Code of Student Conduct.pdf](#)

Student and Family Handbook and Code of Student Conduct 2022 – 2023



David S. Broskie
Superintendent of Schools

CLAY COUNTY SCHOOL BOARD

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

Clay County District Schools

Table of Contents

Table of Contents	1
Introduction	3
Superintendent's Message	3
Jurisdiction of the School Board	3
Mission, Vision, and Philosophy	4
Student Rights and Responsibilities	5
School Participation	5
Learning Experiences and Outcomes	5
Freedom of Speech and Expression	6
Privacy and Property Rights	7
Student Executive Officers	7
Student Publications	8
Pledge of Allegiance Notice	8
Role of Home, Student, and School	8
Equal Opportunity: Prevention of Discrimination, Harrassment, and Bullying	9
Notice of Non-Discrimination	9
Discrimination/Harrassment	11
Sexual Harassment	12
Bullying	12
Reporting Discrimination, Harrassment, and Bullying	13
Procedures for Investigating Accusations of Harassment and Bullying	13
HOPE Scholarship	14
Student-Led Organizations	14
Student Activities, Athletics, and Extracurricular Activities	14
Rules for Student Activities and Clubs	14
Attendance	15
Compulsory School Attendance	15
Absences/Truancy	16
Senior Attendance Policy	17
Truancy	18
Attendance Requirements for Minors to Maintain Driving Privileges	18
Make-Up Work	18
McKinney-Vento Homeless Assistance Act	18
Student Conduct	19
Academic Honesty	19
Dress Code	19
Student Use of the Internet	20
Bring Your Own Device	21

Student Conduct on a School Bus	22
Parking/Vehicle Rules	23
Youth Gang Membership	23
Zero Tolerance Rule	23
Student Accountability, Discipline, and Misconduct	25
Hearing Office	27
In-School Suspension	27
Out of School Suspension, Alternative Placement, and Expulsion	27
Reports to Law Enforcement Agencies	29
Investigations of Suspected Student Misconduct	30
Tobacco, Drugs, and Alcohol	31
Weapons In School	31
Firearms	31
Striking or Threatening a School Board Employee	32
Discipline Action Matrix	33
Category Action	36
Discipline and Students with Disabilities	37
Students Charged with a Felony	38
Student Safety	39
Threat Management Assessment	39
FortifyFL	39
Random Searches	39
Family and Behavior Expectations	39
Student Health	40
Immunization	40
Health Services/Screenings	40
Food Allergens	40
Live Lice Policy	41
Home Responsibilities for General Health Updates	42
Other Important Information for Families	43
Family Educational Rights and Privacy Act (FERPA)	43
Student Device Electronic Agreement	46
Responsible Use Guidelines	48
Child Abuse Reporting	49
Notice of Child Find Activities	49
Use of Student Work, Video, and Photographs	50
Social Media Guidelines	50
Rights of Divorced Parents	51
Parental Concerns Regarding Employees	52
Appendix A: Glossary	53
Appendix B: Behavior Infraction Codes	55

Introduction

Superintendent's Message

Dear Parents and Guardians:

~~Clay County District Schools is committed to working collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children in a safe and healthy environment. The 2021-2022 Student Code of Conduct details the expectations for student behaviors that encourages a positive learning experience for all.~~

~~The Student Code of Conduct is approved each year by the Clay County School Board and this handbook contains important information to ensure your child has a successful school year. I ask that you please review the Student Code of Conduct with your child, discuss the content within the handbook, and complete the acknowledgement form. Should you have any questions or concerns, I encourage you to reach out to your child's principal and they will be happy to assist with any questions regarding our policies and procedures within the handbook. Parental support is crucial to student success and I thank you for your partnership as we continue to provide a world-class education to all of our students in Clay County.~~

Clay County District Schools is committed to being a world-class education system that focuses on providing students a public education experience that is motivating, challenging, and rewarding for all students in a safe and healthy environment. The 2022-2023 Student Code of Conduct details the expectations for student behaviors that encourage a positive learning experience for all. These skills build a foundation for students to obtain academic and personal success.

The Student Code of Conduct is the District's policy that is approved each year by the Clay County School Board. This handbook contains important information to ensure your child has a successful school year. I ask that you please review the Student Code of Conduct with your child, discuss the content within the handbook, and complete the acknowledgment form. Should you have any questions or concerns, I encourage you to reach out to your child's principal and they will be happy to assist with any questions regarding our policies and procedures within the handbook. Parental and caregiver support is crucial to student success and well-being and I thank you for your partnership as we provide an educational experience to our students that will help them grow, achieve, and reach their full potential.

Respectfully,

David Broskie



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.

Mission, Vision, and 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.

Student Rights and 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.

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.

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.

Learning Experiences 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.

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 and 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.

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 the 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.	

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).

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.

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.

Pledge of Allegiance Notice

Pursuant to F.S. 1002.20(12), students have the right not to participate in reciting the pledge. Upon a 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.

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 arrive 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 students 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.

Equal Opportunity: Prevention of Discrimination, Harrassment, and Bullying

Notice of Non-Discrimination

Notice of Non-Discrimination and Procedures for Handling Allegations of Possible Discrimination within Clay County District 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-10-1.06) 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 incidents(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

- ☐ 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/Harrassment

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
- ❑ 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 1.11.

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.

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.

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.

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.

Student Activities, Athletics, and 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 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
- ☐ 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.

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 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](#).

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, whether traditional or distance learning, 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 are 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.
- ☐ School IDs must be worn and visible at all times.
- ☐ 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.

- ❑ 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, or personal items, with off-color remarks or pictures, or emblazoned with drug, alcohol or tobacco related slogans.
- ❑ Apparel, or personal items, displaying violent or pornographic imagery.
- ❑ Sleepwear, such as bedroom slippers, pajamas, etc.
- ❑ Tank tops, halter tops, muscle shirts, tube tops, spaghetti straps, mesh/see-through shirts, sheer-tops or bottoms.
- ❑ 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 and distance 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 accept 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, smartwatches, 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 access to online instructional material, and supplements school equipment. Students are expected to 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 action.

Elementary

- ☐ Students may have an electronic device on school property.
- ☐ Students may use their electronic devices during instructional time for educational purposes when it is sanctioned by the classroom teacher. Otherwise, the electronic device must be powered off and out of sight during the instructional day.

Secondary

- ☐ Students may have an electronic device on school property.
- ☐ Students may use an electronic device before and after school, during lunch break, at school related functions, and extracurricular activities as long as the electronic devices are not audible. (cannot be heard by others)
- ☐ Students may use their electronic devices during instructional time for educational purposes when it is sanctioned by the classroom teacher. Otherwise, the electronic device must be powered off and out of sight once they enter the classroom.
- ☐ Students may not use an electronic device in areas considered personal space (ie bathroom, locker room) and other areas designated by Administration.
- ☐ Students may not use their electronic devices to accept or make phone calls or video conferencing during school hours unless instructed to do so by Administration/School Personnel.

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 District Schools have 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 on route to or from the school bus stop. Other responsibilities of parents of transported students include (exerpted 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.
- ☐ 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.

Parking /Vehicle Rules

All parking areas are the property of Clay County District Schools. The parking of a student's vehicle on campus is a privilege granted by the Clay County District Schools upon availability of parking, Written consent from parent/guardian, purchase of a parking decal at the school of attendance, and written agreement to comply with the Student Code of Conduct. The Clay County District Schools regard the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students to care for school property, in the observation of safety rules, and in the display of courtesy and consideration toward others. Students who violate school parking rules may have their parking decal revoked and/or are subject to disciplinary action that may result in loss of privileges, suspension, alternative disciplinary placement, or expulsion from school. Searches of motor vehicles 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.

Youth Gang Membership

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 encouraged 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.

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, and Misconduct

Self-direction and personal responsibility are goals of 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 action and/or restorative practices 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, school counselor, and/or 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 three categories: the offense, disciplinary actions, and restorative practices. Administrators may choose the discipline for each event.
- ☐ 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.

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.

Due Process Procedures

Students will be informed of the infraction and have the opportunity to be heard before disciplinary action. Students will be notified of the school rules that have been violated, either verbally or in writing, by an administrator or designee. Students will be given the right to present evidence or provide a list of witnesses concerning the charges. The following steps will be taken to guarantee due process:

- ☐ Proper notification of the infraction or complaint against the student and proposed disciplinary action.
- ☐ Explanation of evidence against the student.
- ☐ Opportunity to present evidence and/or provide a list of witnesses on their behalf.
- ☐ Opportunity to refute charges with an administrator/designee.

In-School Suspension

In-school suspension (ISS) is a strategy used to discipline students for their behavior while ensuring that they continue to participate in learning activities. It consists of students being removed from their classroom environment, and spending their day or assigned time working on their class work in a designated location for these students. Adult supervision and assistance will be provided to students with their assignments and activities.

The goals and primary student outcomes of ISS are:

- ☐ Allows students to continue with school work.
- ☐ Gives students a "time out" to regroup and refocus.
- ☐ Provides the student an opportunity to remediate behavioral concerns.
- ☐ Keeps students in their school routine.
- ☐ Makes transition back into a regular school day easier.

In-School Suspension For Students With Disabilities

Like all students, students with disabilities can be placed in ISS for violating the school's code of conduct. However, the Individuals with Disabilities Education Act (IDEA) requires schools to follow additional procedures when placing students with disabilities in ISS.

Students with Disabilities Must Be Able to:

- ☐ **Appropriately progress in the general curriculum.** Generally, this means that the student is receiving all of their regular education assignments and that regular education teachers are involved in the setting, either through supervising it or making regular appearances there.

- ☐ **Receive the services specified on the child's IEP or 504.** Generally this means that the student is receiving an appropriate amount of specialized instruction, supplementary aids and services, and all related services (E.g. – Speech, OT/PT, Adaptive PE, Counseling, etc.).
- ☐ **Participate with nondisabled students to the same extent.** This means that the student is not in a setting that is exclusively for students with disabilities or that he is permitted to leave the setting to attend certain activities with nondisabled peers.

The ISS program should include both an academic and behavioral component. The behavior component should address the specific behavior for which the student is placed in ISS.

Note: The school does not have to include ISS in counting removal days if, during the suspension, it affords the student the opportunity to continue to progress in the general curriculum, receive ESE services, and participate with non-disabled peers.

Out of School Suspension, Alternative Placement, and 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.

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 verbally or through a written statement, 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.
- ☐ If the student is found to be guilty of the misconduct, determination of the suspension will be provided in writing through the notification of consequences.

- ❑ Written notice such as a copy of the electronic referral and a notification of consequences shall be sent to the parent(s) or guardian by mail within 24 hours. All reasonable attempts to conference with the 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.
- ❑ Principal Review will be held for any student referred to the hearing office.

Appeal of Suspension/Principal Review

- ❑ The school principal, after reviewing the case with the parent or adult student, will either affirm or adjudicate the length of suspension as originally stated in the suspension notification during a Principals review. This change shall be made on the electronic referral in the Student Information System.
- ❑ The parent, or adult student, at the Principal's Review 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 due process at the Principal's Review, he/she shall appeal to the Hearing Office in writing within 3 days.
- ❑ The Hearing Office shall review the case 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.

Alternative Learning Placement

The removal of a student from the traditional educational setting to an alternative learning placement with continued educational services.

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 Alternative Learning Placement/Expulsion/District Hearing Office

- ❑ Prior to a meeting with the District Hearing Office, a Principal's Review will be held to advise the student as to why he/she has been recommended for alternative learning placement and/or 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.
- ❑ The parent or adult student shall also be advised in the Principal Review of the right to appeal and be advised of the appeal procedures to the District Hearing Office.
- ❑ Once the Principal Review is completed, a referral is made to the Hearing Office for final review and consideration of expulsion recommendation to the Superintendent.
- ❑ The District Hearing Office will determine if sufficient basis is found for a recommendation to an alternative learning placement or expulsion to 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/reregistration of the student in Clay County District Schools.

Clay County District Schools will uphold and enforce disciplinary proceedings from other public school districts. A student who has been expelled from another school district, shall not be permitted to transfer, enroll, or be admitted into a Clay County District School. If a student was expelled with services or alternatively placed in another district, Clay County District Schools will uphold said expulsion or alternative disciplinary placement.

Reports To Law Enforcement Agencies

The School Board views criminal acts committed by students to be extremely serious. In addition to School District disciplinary action, criminal acts will be reported to the appropriate law enforcement agency as outlined in the School District's zero tolerance policy. These include:

Must be reported as a SESIR incident and shall be reported to Law Enforcement:

- ☐ Aggravated Battery
- ☐ Breaking and Entering Burglary
- ☐ Drug Sale/Distribution excluding Alcohol
- ☐ Grand Theft >\$750
- ☐ Homicide
- ☐ Sexual Battery
- ☐ Kidnapping
- ☐ Physical Attack
- ☐ Robbery
- ☐ Sexual Assault
- ☐ Weapons Possession

Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement to determine if Law Enforcement action is required:

- ☐ Alcohol
- ☐ Arson
- ☐ Disruption on Campus Major
- ☐ Drug Use-Possession excluding Alcohol
- ☐ Hazing
- ☐ Larceny-Theft<\$750
- ☐ Sexual Harassment
- ☐ Sexual Offenses Other
- ☐ Threat/Intimidation
- ☐ Trespassing
- ☐ Vandalism<\$1000
- ☐ Other Major

Must be reported as a SESIR incident, but MAY NOT need to include consultation with Law Enforcement:

- ☐ Bullying

- ☐ Fighting
- ☐ Harassment
- ☐ Tobacco-Nicotine

“Reported To Law Enforcement” means that an official action was taken by a School Resource Officer or a Local Law Enforcement Officer such as: a case number was assigned, a report was filed, an affidavit was filed, a civil citation was issued, an investigation was conducted and found to be an incident reportable as a SESIR, or an arrest was made. The presence of, notification of, or consultation with a Law Enforcement Officer, or SRO, is not sufficient for an incident to be coded as “Reportable To Law Enforcement.”

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.

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, Vapes, Drugs, and 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 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 a 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 not be limited to, the following:

- ❑ Collect all relevant information, including witness statements.
- ❑ Consult with law enforcement at the 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 the parent of the incident; notice the family with a 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 the 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.
- ❑ 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 of 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. Clay County District Schools has implemented the use of restorative practices designed to strengthen relationships. Restorative practices focus on responsibility/accountability, repairing harm, communication, and appropriate responses.

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 and/or restorative practice.

Following are disciplinary actions and/or restorative practices that can be used to address student misconduct. Each disciplinary action and/or restorative practice is coded in the Student Information System (SIS) to guide the user when choosing which action/intervention to apply. ALL INFRACTIONS REQUIRE PARENT CONTACT SUCH AS A CONFERENCE. More than one disciplinary action and/or restorative practice can be used for a single incident.

It is strongly encouraged that an action and/or restorative practice is focused on building better coping skills or desired behavior be used when an exclusionary action is also utilized.

Level 0/Minor Offenses		
Incident Description	Disciplinary Actions	Restorative Practices
<ul style="list-style-type: none">• BIT: Behavior Incident Tracking• UBL: Unsubstantiated Bullying• UHR: Unsubstantiated Harassment	<ul style="list-style-type: none">• Letter of Apology• Loss of Privileges• Warning/Verbal Reprimand• Time Out• School Defined Consequence	<ul style="list-style-type: none">• Check In/Check Out with Identified Staff Member• Student Conference• Parent Contact• Counseling• Teach/Reteach Student Expectations• Reflection Sheet• School Defined Practice

Level 1/ Minor Offenses

Incident Description	Disciplinary Actions	Restorative Practices
<ul style="list-style-type: none"> • DRS: Dress Code Violation • PRO: Profanity/Obscene Language or Gesture • FLS: Providing False Information/Forgery • SKP: Skipping Class • TAR: Tardy • VCR: Violation of Classroom Rule 	<ul style="list-style-type: none"> • Loss of Privileges • Contract • School Detention • Work Detail/School Chores • ISS (1-5) • School Defined Consequence 	<ul style="list-style-type: none"> • Check In/Check Out with Identified Staff Member • Student Conference • Parent Contact • Counseling • Teach/Reteach Student Expectations • Reflection Sheet • Letter of Apology • School Defined Practice

Level 2/ Major Offenses

Incident Description	Disciplinary Actions	Restorative Practices
<ul style="list-style-type: none"> • ABS: Abuse of School Property - vandalism under \$1000 • DEF: Defiance/ Disrespect • DSP: Dispute/Student to Student Verbal Confrontation • LVS: Leaving School Without Permission • POS: Possession of Inappropriate Object • SPE: Student uses Profanity or Gesture/School Board Employee • STP: Stealing/Petty Theft < \$300 • IAC: Inappropriate Conduct 	<ul style="list-style-type: none"> • Loss of Privileges • Contract • Consultation • School Detention • Work Detail/School Chores • ISS (1-10) • OSS (1-10) • Bus Suspension (1-10) • School Defined Consequence • Consultation with Law Enforcement 	<ul style="list-style-type: none"> • Check In/Check Out with Identified Staff Member • Student Conference • Parent Contact • Counseling • Teach/Reteach Student Expectations • Reflection Sheet • Letter of Apology • FEP- Family Education Program • School Defined Practice

Level 3/Major Offenses

Incident Description	Disciplinary Actions	Restorative Practices
<ul style="list-style-type: none"> • IDT: Identity Theft • OMC: Other Major • MUL: Multiple Level 2 Referrals • RCE: Room Clearing Event • SCE: Student Confrontation/School Board Employee nonphysical • TEC: Inappropriate Use of Technology • BRK: Breaking and Entering/Burglary • BUL: Bullying/Cyberbullying • DOC: Disruption on Campus - Major Disorderly Conduct • FIT: Fighting • HAR: Harassment • HAZ: Hazing • PHA: Physical Attack - including school board personnel • SXO: Sexual Offense • SAO: Felony Charges filed outside of the school • TBC: Tobacco • TRE: Threat/Intimidation • VBC: Violation of Behavior Contract 	<ul style="list-style-type: none"> • Loss of Privileges • Contract • Consultation • School Detention • Work Detail/School Chores • ISS (1-10) • OSS (1-10) • Bus Suspension (1-10) • School Defined Consequence • Alternative Learning Placement • Refer to Hearing Office • Recommendation for Expulsion with or without services • Consultation with Law Enforcement 	<ul style="list-style-type: none"> • Check In/Check Out with Identified Staff Member • Student Conference • Parent Contact • Counseling • Teach/Reteach Student Expectations • Reflection Sheet • Letter of Apology • FEP- Family Education Program • School Defined Practice

Level 4/Major Offenses

Incident Description	Disciplinary Actions	Restorative Practices
<ul style="list-style-type: none"> • ALC: Alcohol • ARS: Arson • BAT: Battery • DRD: Drug sale and distribution, excluding alcohol • DRU: Drug Use Possession, excluding alcohol • HOM: Homicide • KID: Kidnapping • ROB: Robbery/Extortion • STL: Larceny/Theft > \$300, including Motor Vehicle Theft • SXA: Sexual Assault 	<ul style="list-style-type: none"> • OSS (10) • School Defined Consequence • Alternative Learning Placement • Refer to Hearing Office • Recommendation for Expulsion with or without services • Refer to Law Enforcement 	<ul style="list-style-type: none"> • Check In/Check Out with Identified Staff Member • Parent Contact • Counseling • Reflection Sheet • Letter of Apology • FEP- Family Education Program • School Defined Practice

<ul style="list-style-type: none"> • SXB: Sexual Battery • SXH: Sexual Harassment • TRS: Trespassing • VAN: Vandalism > \$1000 • WPO: Weapon Possession 		
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Category Action		
Parent Involvement	Parent Involvement is critical to upholding the Code of Conduct	<ul style="list-style-type: none"> • Parent Phone Call • Admin/Parent/Student Conference
School Defined	The School has the authority to define consequences based on the offenses	<ul style="list-style-type: none"> • Consequence • Restorative Practice
Restorative Practice	Restorative practices help students in taking ownership of their behavior and understanding how it affects others.	<ul style="list-style-type: none"> • Reflection Sheet • Apology Letter (required for each infraction) • Restitution • School Chores • Peer Mediation
Contract	Students may be placed on a contract as a way to correct behavior	<ul style="list-style-type: none"> • Attendance Contract • Behavior Contract • No Contact Contract
Detention	Students may be assigned detention as a consequence for Code of Conduct violations	<ul style="list-style-type: none"> • Silent Lunch Detention: • Class Detention • After School Detention: • Saturday Detention:
Removal	Removal from Extracurricular Activities based on Code of Conduct Violations	<ul style="list-style-type: none"> • Loss of Privilege(s)/Extracurricular Activities
Consultation	Consultation with various departments to ensure student needs are met	<ul style="list-style-type: none"> • ESE Department Collaboration • Referral to Guidance Services • Referral for Social Work or Mental Health • Referral to Family Education Program • Referral to Hearing Office • School Suspension • Bus Suspension
Suspension	Students may be suspended from school for violations of the Code of Conduct	<ul style="list-style-type: none"> • School Bus Suspension • In-School Suspension • Out-of-School Suspension

Alternative Learning Placement	Students may be placed at the alternative school in lieu of expulsion	<ul style="list-style-type: none"> Alternative Learning Placement
Expulsion	The School Board of Clay County must hear and vote on any case of Expulsion	<ul style="list-style-type: none"> Expulsion

Discipline and 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.

- ❑ 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 or Least Restrictive Environment (LRE)
 - ❑ Functional Behavior Assessment/Positive Behavior Support Plan
- ❑ All Due Process Rights and Procedures are granted to students with disabilities. **Parents must be provided with a copy of the procedural safeguards at the IEP/Manifestation Determination or 504/Manifestation Determination meeting as applicable.**
- ❑ 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 ensure 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 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
- ❑ 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.

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 a 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.

SaferWatch App

SaferWatch is a free emergency notification app. Please take a short moment to download the free app to your phone by accessing the App Store for iPhone users or Google Play for Android users. The app is programmed so that when CCDS teachers and staff are on any of our district's properties, a mobile panic button is available for use in the event of an immediate emergency. For CCDS students, the app allows them to report suspicious activity and tips occurring in schools.

The SaferWatch App Terms of Service (ToS) prohibits using the app for **fraudulent, abusive, or illegal activity**. SaferWatch makes it clear that any suspected fraudulent, abusive, or illegal activity may be grounds for terminating the User's right to use the SaferWatch app.

SaferWatch's User Privacy Policy (UPP) states that anonymous tips may not remain anonymous in the event that a user makes a False Report with the app, and that SaferWatch may release the user's information to law enforcement in these circumstances.

Since SaferWatch connects to the 911/E911 system, the misuse of the app could result in criminal charges.

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 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 substance, 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 and 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 2020-21 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

The new Florida Statute 1014.06 titled "Parents' Bill of Rights," requires parental consent to provide health services in our schools. Parents will need to have a consent form for care provided in the school health rooms

signed for each student and on file with the school. 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.~~

Food Allergens

For the safety and wellness of our student body, outside foods and beverages that are not commercially prepared and/or packaged are not allowable at school events or for shared consumption. All outside foods and beverages must contain an FDA-compliant nutrition label and/or a complete list of ingredients that will allow school personnel and/or students to identify potential allergens.

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.

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: <https://www.oneclay.net/Page/5313>

Other Important Information for Families

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, extracurricular 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."

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" situations 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 not unlisted), electronic mail address, 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 (bulk information release) may not be released to any individual or agency unless it is normally published for the public in general. Such information may be released only 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. Notification objecting to the use or disclosure of directory information must be in writing and either hand delivered to the Principal of the school at which the student is attending, sent by mail to the Director of Information Services/Public Records Officer at the county office of the Clay County District Schools, 900 Walnut Street, Green Cove Springs, Florida 32043 or sent by email to optoutferpa@myoneclay.net.

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.

Student Device Electronic Agreement

Please read the following carefully before electronically signing this document. This is a legally binding contract and must be signed by the student ("Student") and a Parent or Legal Guardian ("Parent/Guardian") before a Chromebook (hereafter "Electronic Device") is assigned to you.

Purpose

The primary purpose of Clay County District School's provision of access to electronic devices, network resources, and computer support services is to facilitate education and research consistent with the educational objectives of Clay County District Schools ("CCDS").

This Agreement must be signed by both the Student and the Parent/Guardian and is binding upon both parties.

Terms and Conditions

Term and Termination: This Agreement shall commence on the issue date and shall terminate at the end of the school year the agreement is signed.

Student and Parent/Guardian's Obligations

Student and their Parent/Guardian agrees to:

- ☐ Use, maintain, and keep the Electronic Device in good operating order, at their own expense, in the manner for which it was designed and intended
- ☐ Not allow or make any alterations or additions to the Electronic Device without the prior written consent of CCDS
- ☐ Return the Electronic Device to CCDS in the same condition as received on the beginning date of the Agreement, minus reasonable wear and tear
- ☐ Use the Electronic Device in ways that are not disruptive, offensive, harmful, or otherwise improper or against the acceptable use policies of CCDS
- ☐ Provide CCDS with written notice to any change in address or telephone number during the term of this Agreement

Issuing Electronic Devices

If you have an objection to your student using CCDS electronic devices, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

Return of Electronic Device

Students are required to return the Electronic Device to the assigned school administrative office upon:
Graduation OR

- ☐ Transfer from CCDS School OR
- ☐ Temporary or permanent discontinuance of schooling OR
- ☐ Last Day of School OR
- ☐ Termination of this Agreement for Failure to Comply

Student and Parent/Guardian acknowledge that failure to return the property after notice of termination constitutes theft.

Failure to Comply

Failure to comply with any of the terms of this Agreement may result in the imposition of fines (for repair or replacement of the device), termination of the Student's ability to participate in this Program, and/or the imposition of appropriate civil or criminal penalties against Student and/or Parent/Guardian.

Criminal or Civil Liability

Student and Parent/Guardian acknowledge that they are subject to criminal prosecution or civil liability for the destruction or misuse of the device. A theft report will be filed with the local Law Enforcement if a device is reported as stolen and Student and Parent/Guardian would still be financially responsible for the Electronic Device.

Ownership of Electronic Device

The Electronic Device is, and shall remain, the property of CCDSB. Student and Parent/Guardian shall have no right, title, or interest herein or thereto except as expressly set forth in this Agreement.

Student and Parent/Guardian shall not assign or rights or obligations under this Agreement or enter into any sublease of all or any part of the Electronic Device.

Warranty

Student is being issued the device acknowledges that the device is being presented "as is" without warranty, other than any warranty provided by the manufacturer of the Electronic Device.

Lost or Damaged Electronic Device

Should the Student damage or lose the Electronic Device, the Student and Parent/Guardian will be responsible for paying all outstanding lease payments for the entire term of this Agreement or repair cost, as applicable.

Right to Audit

As permitted by law, CCDS reserves and intends to exercise the right to review, audit, intercept, access, and search the Electronic Device at will, monitor data usage and messages on the Electronic Device at any time for any reason, without notice or other restrictions.

Computer Resource Use Policies

All users of CCDS devices and network resources are required to comply with the following:

- Files, user ID's, passwords, and computer output belonging to an individual or to CCDS are considered to be personal property, but may be subject to audit by CCDS.
- Users shall not examine, change, or use CCDS or another person's files, output, or usernames for which they do not have explicit authorization.
- Users shall not deliberately attempt to degrade system performance or capability. Knowledge of systems or special passwords shall not be used to damage a system or file, or to change or remove information without authorization.
- Users shall not use the system for any illegal purpose or to enter or send any material that is obscene, pornographic, or defamatory, or material that is intended to annoy, harass, or alarm another person.
- All users shall use software only in accordance with applicable license agreements. Users shall not make unauthorized copies of any software under any circumstances. Duplication of licensed software for any purpose except for backup and archival purposes or when otherwise specifically authorized is prohibited. Users shall not give or transfer software to anyone except other authorized users of the CCDS network or device without specific approval from the CCDS. All software must be lawfully purchased or acquired.
- Use of computer systems and databases shall be limited to the purpose(s) for which access is granted. Unless such use is specifically granted, use of CCDS digital resources for personal or private use for-profit, is prohibited.
- Students are authorized to use electronic devices and network services for incidental personal use, provided such use does not interfere with the educational objectives of CCDS or overload network resources, thereby denying it to others.
- Repeated minor infractions of the Student Responsible Use Guidelines or violations of a serious nature may result in the temporary or permanent loss of network access and/or Electronic Device use. More serious violations that may result in permanent loss of network access and/or Electronic Device use include, but are not limited to, extending computing resources to unauthorized users, attempts to steal passwords or data, unauthorized use or copying of licensed software, unauthorized attachment of personal computers to the CCDS network, unauthorized use of another's account, or overloading network resources thereby denying it to others. No payments made for the Electronic Device will be refunded if network access and/or Electronic Device use is denied due to violations or infractions of any CCDS or computer use policies, whether or not such infractions are mentioned in this Agreement.
- Filtering will be provided by CCDS for school and off-site use. This filtering is a best effort to ensure that inappropriate material is not accessed by students whether in school or off site. No filtering solution is perfect, and this service is being provided free of any warranty.

Responsible Use Guidelines

Discovering Endless Possibilities

Technology is an integral part of the CCDS 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 CCDS 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 CCDS network.

All students of Clay County District Schools agree to follow the Clay County District Schools 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.
- 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.
- report inappropriate use of technology immediately.

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.

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:

<https://www.oneclay.net/Page/5109>. 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 offer 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.

Social Media Guidelines

In accordance with the Clay County District Schools' 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, alternative disciplinary placement, and/or expulsion. It is important to remember that infractions outlined in the CCDS 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. Clay County District Schools recommends that students use discretion when posting to social media sites at all times and requires that students follow the CCDS 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 wouldn't 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 Clay County District Schools 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 birth dates, and pictures with parties you don't 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 CCDS Student Code of Conduct for detailed information.

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 a parent is not granted shared parental responsibility 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

Commonly used acronyms and definitions of educational terms frequently used in Clay County District Schools:

Glossary of Acronyms and Definition of Terms	
504 Plan	Disability Accommodation Plan under Section 504 Rehabilitation Act of 1973
Access Points	Expectations written for students with significant cognitive disabilities to access the general education curriculum
Achieve3000	Reading and writing intervention program using non-fiction text to differentiate instruction
ACT	American College Test; college entrance exam
ADD/ADHD	Attention Deficit/Hyperactivity Disorder
AP	Advanced Placement
ASD	Autism Spectrum Disorder
AYP	Adequate Yearly Progress
CCEA	Clay County Education Association
CESPA	Clay Educational Staff Professional Association
CTE	Career and Technical Education
CVA	Clay Virtual Academy
ELA	English Language Arts
ELL	English Language Learners
EOC	End of Course Exam
ESE	Exceptional Student Education
ESL	English as a Second Language
ESY	Extended School Year
FERPA	Family Educational Rights and Privacy Act
FHSAA	Florida High School Athletic Association
FLDOE	Florida Department of Education
Focus	CCDS Student Information System
FSA	Florida Standards Assessment

GPA	Grade Point Average
Guardian	School employee qualified and trained to carry a gun on a school campus
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IQ	Intelligence Quotient
i-Ready	An interactive online learning environment for reading and math
LLI	Leveled Literacy Intervention
PSAT	Preliminary SAT; practice college entrance exam
RAIT	Risk Assessment & Intervention Team
SAC	School Advisory Council
SAT	Scholastic Assessment Test; college entrance exam
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
SEL	Social-Emotional Learning
SESIR	School Environmental Safety Incident Reporting; FLDOE student behavior coding system
SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
SIS	Student Information System
SRO	School Resource Officer
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
YMHFA	Youth Mental Health First Aid

Appendix B: Behavior Infraction Codes

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.

(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.

(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 require administrative personnel intervention. This misconduct must be reported to the appropriate school administrator for disciplinary action. The administrator will follow the procedure designated for major 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 by acts or words that does not result in any injuries and is stopped by verbal intervention.

(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 participates 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. Students selling items on school grounds that have not been authorized by the school or for school sanctioned events.

Examples:

- ☐ Student produces or uses counterfeit money.
- ☐ Student participates in gambling
- ☐ Student possessing drug paraphernalia, vaping oils, device used to vape.
- ☐ Student is selling goods, services or food that has not been authorized by the school for a sanctioned event

Non-Examples

- ☐ Student arrested for violating probation.
- ☐ Student or other arrested for committing crimes off-campus.

(SCE): Student ~~Physical~~ Confrontation/ School Board Employee **Non Physical** - 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 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 members to attend additional supervised practices.

(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.

(RCE) – should a student create an unsafe environment and the student population of the classroom needs to be removed for their safety.

Examples:

- ❑ Student is throwing objects and turning over chairs
- ❑ Student is running around the classroom and refuses to stop while pushing into other students.

Non-Example:

- ❑ Student refuses to do work and yells when asked to begin.
- ❑ Student throws an object not directed towards another student

(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. o 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.)

(SAO): Felony Charges –previously defined as State Attorney Charges.

(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 the breasts, buttocks or groin of another student.

(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.

Examples:

- ☐ Students using any device, or in possession of any part of a device, that allows for the inhalation of vapor.
- ☐ Student sharing device with another student for the purpose of use or possession.

Non-Examples:

- ☐ Student in possession of any oils or products containing THC or CBD (refer to DRU)
- ☐ Student in possession of aromatic essential oils

(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.

(VBC): Violation of Behavior Contract – If a student violates the school or district behavior contract.

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:
We are in this together and together we make a difference!**

2022-23 Student and Family Handbook and Code of Student Conduct Rationale for Major Revisions

INTRODUCTION

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**SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING TO
ADOPT THE 2022-2023 STUDENT AND FAMILY HANDBOOK
AND CODE OF STUDENT CONDUCT**

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approved, on June 2, 2022, the advertisement of the 2022-2023 Student and Family Handbook and Code of Student Conduct.

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 2022-2023 Student and Family 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 2, 2022. 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 2022-2023 Student and Family 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 policy revisions are noted under each section of the Policy.

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

Public Hearing: The Board intends to formally adopt the 2022-2023 Student and Family Handbook and Code of Student Conduct following a public hearing. ***The public hearing shall be held on Thursday, August 4, 2022***, during the course of a the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

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