

## School Board of Clay County

Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island

### August 6, 2020 - Regular School Board Meeting

Date: Aug 06 2020 (6:00 p.m.)

#### Student Showcase

Invocation (Reverend Byron Jarvis, Ascension St. Vincent's Clay County)

Pledge of Allegiance

Call to Order

Recognitions and Awards

Presenters

[1. Department of Health Presentation](#)

School Showcase

Presentations from the Audience (Public Comment)

Consent Agenda

Superintendent

[2. C1 - Minutes of Workshop on June 16, 2020; Regular Meeting on June 25, 2020](#)

📎 [2020 June 16 Workshop.pdf](#)

📎 [2020 June 25 Regular Meeting.pdf](#)

Human Resources

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

📎 [Personnel Consent Agenda 8 6 2020.pdf](#)

Instruction-Exceptional Student Education

[4. C3 - Alonzo Sign Language Interpreting - Independent Contractor Services Agreement 20/21](#)

📎 [Alonzo Contract.pdf](#)

[5. C4 - Advertise the 2019-2020 through 2021-2022 Special Policies and Procedures \(SP&P\) Manual and set the Public Hearing for October 1, 2020.](#)

📎 [2019-2020 SP&P\\_ Clay.pdf](#)

📎 [SIGNATURE PAGE-2019-2022 \(fillable\) \(1\).pdf](#)

[④ 19-20 Revisions to SP&P Manual.pdf](#)

[④ Approval to Adv SP&P Manual.pdf](#)

#### **Business Affairs**

##### [6. C5 - Proposed Allocation Changes for 2020-2021](#)

[④ Allocation Summary - August 6, 2020.pdf](#)

#### **Business Affairs-Internal Accounts**

##### [7. C6 - NSF Write-off Permission](#)

[④ Agenda NSF Write Off CHS & FIH.pdf](#)

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

##### [8. C7 - Deletion of Certain Items Report - July, 2020](#)

[④ Deletion Report-July, 2020.pdf](#)

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

##### [9. C8 - BID/Contract Renewal](#)

#### **Operations-Facilities**

##### [10. C9 - Change Order #1 for Fire Alarm Replacement at Wilkinson Elementary School](#)

[④ Change Order #1 Fire Alarm Replacement at Wilkinson Elementary School.pdf](#)

##### [11. C10 - Change Order #4 for Doctors Inlet Elementary School Cafeteria Expansion](#)

[④ DIS Cafeteria Expansion CO 4.pdf](#)

##### [12. C11 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for Tynes Elementary School New Classroom Addition](#)

##### [13. C12 - Substantial Completion of Doctors Inlet Elementary School Cafeteria Expansion](#)

##### [14. C13 - Substantial and Final Completion of Keystone Heights Elementary School Roof Replacement/Repair \(Building 10\)](#)

[④ KHE Roof Replacement.Repair Bldg 10 Substantial & Final Completion.pdf](#)

##### [15. C14 - Substantial and Final Completion of Lakeside Junior High School Parking Lot Renovation](#)

[④ LSJ Parking Lot Renovation Substantial & Final Completion.pdf](#)

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

#### **CCEA Update**

#### **CESPA Update**

#### **Superintendent's Update and Presentations**

#### **Discussion Agenda**

#### **School Board Member**



[16. D1 - Resolution Condemning Racism and Affirming the Commitment of the School Board of Clay County, Florida to an Inclusive School Environment for All \(Mrs. Kerekes\)](#)

#### **Human Resources**

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

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

[18. D3 - Public Hearing to Approve as Advertised Modifications to the 2019-2020 Student Progression Plan](#)

- ⊗ [Student Progression Plan 2020 - 2021 - Redlined DRAFT.pdf](#)
- ⊗ [Rationale for 20-21 SPP Changes.pdf](#)
- ⊗ [Student Progression Plan 2020 - 2021 - Un-Redlined DRAFT.pdf](#)
- ⊗ [Advertise Public Hearing Student Progression Plan.pdf](#)

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

[19. D4 - PUBLIC HEARING TO APPROVE AS ADVERTISED THE 2020-2021 STUDENT HANDBOOK AND CODE OF STUDENT CONDUCT](#)

- ⊗ [5\\_15\\_20 Code of Conduct Rationale Clay County District Schools.pdf](#)
- ⊗ [5\\_15\\_21 2020-2021 Handbook & Code of Student Conduct.pdf](#)
- ⊗ [Advertise and Public Hearing to Adopt Student Handbook and Code of Conduct for 2020-2021.pdf](#)

#### **Business Affairs**

[20. D5 - Public Hearing to Approve As Advertised Proposed Revisions to School Board Policy 5.02A, Business Affairs Purchasing, 5.03B Business Affairs School Activity Accounts, and 5.02C, Business Affairs Use of School Buildings, Grounds and Equipment](#)

- ⊗ [Internal Account policy 5.03B.pdf](#)
- ⊗ [Public Hearing to Adopt SB Policy Revisions 5.02A Purchasing, 5.03B School Activity Accounts, 5.02C Use of Facilities.pdf](#)
- ⊗ [Proposed 5.02C BAD Facility Use Policy \(2\).pdf](#)
- ⊗ [CCSB - 5.02 Business Affairs\\_Purchasing\\_Federal Grant Funds as of 6\\_17\\_2020\\_FINAL.pdf](#)

[21. D6 - Public Hearing to Approve as Advertised Revisions to the Clay County District Schools Internal Accounts Manual](#)

- ⊗ [Advertise Public Hearing Internal Accounts Manual.pdf](#)
- ⊗ [Internal Accounts Manual \(3\).pdf](#)

[22. D7 - Public Hearing to Approve as Advertised Revisions to the Clay County District Schools Use of Facilities/Use of Grounds Manual](#)

- ⊗ [Public Hearing Use of Facilities Manual.pdf](#)
- ⊗ [NEW Application-Agree w Waiver - Updated 6-29-2020 \(x2\).pdf](#)

#### **School Board Attorney Remarks**

#### **School Board Member Remarks**

#### **Adjournment**

## School Board of Clay County

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### August 6, 2020 - Regular School Board Meeting

**Title**

Department of Health Presentation

**Description**

Heather Huffman, Director, Department of Health, Clay County, will provide a presentation addressing the current public health emergency as it relates to the reopening of schools.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

To provide the public with relevant information to ensure maximum public safety.

**Strategic Plan Goal**

**Recommendation**

**Contact**

David S. Broskie, Superintendent of Schools, david.broskie@myoneclay.net, (904) 336-6508

**Financial Impact**

None

**Review Comments**

**Attachments**

DRAFT

August 6, 2020 - Regular School Board Meeting

**Title**

C1 - Minutes of Workshop on June 16, 2020; Regular Meeting on June 25, 2020

**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**

- 📎 [2020 June 16 Workshop.pdf](#)
- 📎 [2020 June 25 Regular Meeting.pdf](#)



## School Board of Clay County

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

### June 16, 2020 - School Board Workshop

**Date:** Jun 16 2020 (9:00 a.m.)

**Invocation** (Mary Bolla)

**Call to Order** (Present: Janice Kerekes, District 1; Carol Studdard, District 2 (departed meeting @ 10:35 and rejoined meeting @ 11:05); Tina Bullock, District 3; Mary Bolla, District 4 (departed meeting @ 10:15 and rejoined meeting @ 10:45); Ashley Gilhousen, District 5; and Superintendent David Broskie)

#### Workshop Items

[1. Review Draft Agenda for Regular School Board Meeting on June 25, 2020](#)

[june-25-2020-regular-school-board-meeting\\_agenda\\_packet\(2\).pdf](#)

#### Minutes:

#### Presentations and Recognitions:

- Recognize Social Studies Teachers of the Year - no discussion;
- Recognize 2019-2020 Retirees - no discussion;

#### Consent Agenda:

- C1 Minutes of Workshop on May 14, 2020; Workshop on May 26, 2020; Regular Meeting on June 4, 2020 - no discussion
- C2 Approve employment contract for Kenneth Wagner, Chief of Police (Mrs. Studdard) - item will be moved to Discussion Agenda; School Board Attorney Bruce Bickner recommends revisions to all police officers' contracts to align contract requirements to positions;
- C3 Personnel Consent Agenda - item will be reviewed for accuracy;
- C4 Approval to Advertise and Notice of Public Hearing to Approve Modifications to the 2019-2020 Student Progression Plan - no discussion;
- C5 Memorandum of Understanding Between Clay County School Districts, Florida and Pace Center for Girls, Inc. - no discussion;
- C6 Florida Virtual School - Amendment 3 to 2018-2021 Franchise Agreement - Appendix G - COVID-19 Student Support Project - no discussion;
- C7 Florida Virtual School - pricing Amendment 2 to Franchise Agreement for State of Florida School District with School Board of Clay County - no discussion;
- C8 Approval for the Purchase of Edgenuity Virtual Instruction Curriculum 6-12th grades - no discussion;
- C9 Agreement between the School Board of Clay County and AMI Kids - Clay High School may, in future years, need campus space currently utilized by AMI due to growth at CHS;
- C10 Approval for the Purchase of K12 Florida LLC Virtual Instruction Curriculum for elementary curriculum usage - no discussion;
- C11 CTE Out of State and Overnight Field Trips - approval of item subject to subsequent reconsideration based on health guideline provisions;
- C12 Professional Learning Catalog 2020-21 - no discussion;



- C13 Approval of Language Essentials for Teachers of Reading and Spelling (LETRS) for Reading Endorsement - no discussion;
- C14 Healthcare Services Agreement - information for venues utilized as vaccination sites will be obtained;
- C15 Beacon Contract - no discussion;
- C16 New Perspectives Contract - no discussion;
- C17 First Coast Behavioral Solutions Contract - no discussion;
- C18 Family Services Resource Center Contract - no discussion;
- C19 Approve the 2020-2021 District's Property/Casualty/Active Assailant Insurance renewal submitted by Arthur J. Gallagher & Co. (broker) - Jori Van der Voort, Area Senior Vice President of Arthur J. Gallagher & Co. virtually presented an informational PowerPoint outlining risk insurance options;
- C20 Approve Advertisement and Notice of Public Hearing to adopt proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing, 5.03B Business Affairs School Activity Accounts, and 5.02C, Business Affairs Use of School Buildings, Grounds, and Equipment - discussion of this item was deferred until the end of meeting and included in depth analysis and review of proposed changes to SB Policy 5.02A and the rationale for proposed revisions, including contract and contract authority, fiscal limits of authority, alternate bid/purchasing options, contract process, policy comparison to other like-sized districts, and language of proposed policy;
- C21 Proposed Allocation Changes for 2020-2021 - no discussion;
- C22 Approve Advertisement and Notice of Public Hearing for Revisions to the Clay County District Schools Use of Facilities/Use of Grounds Manual - Mr. Bickner proposed accelerating the implementation of this policy based on the necessity of maintaining CDC guidelines and protecting students by adding to the agenda a motion that would find there is an emergency consistent with the declaration of the state of emergency declared by the governor, requiring us to maintain sanitary facilities which would therefore necessitate emergency approval of the Use of Facilities Manual to ensure we adhere to COVID-19 requirements of the cleanliness of public buildings and would include a waiver that would hold CCDS harmless from others' use of our facilities;
- C23 Approve Advertisement and Notice of Public Hearing on Revisions to the Clay County District Schools Internal Accounts Manual - this is a replacement of the entire manual to maintain statutory compliance and standardize processes across all district schools;
- C24 Monthly Financial Reports for May 2020 - routine reports;
- C25 Budget Amendment for Month Ending May 31, 2020 - routine reports;
- C26 Deletion of Certain Items Report - June, 2020 - routine surplus of items;
- C27 BID to be Awarded - no discussion;
- C28 Pre-Qualification of Contractors - no discussion;
- C29 Substantial and Final Completion of Keystone Heights Elementary School intercom/PA System - no discussion;
- C30 Substantial and Final Completion of Keystone Heights High School Intercom/PA System - no discussion;
- C31 Change Order #1 for Lakeside junior High School parking Lot Renovation - no discussion;
- C32 Change Order #3 (Direct Purchasing) for doctors Inlet Elementary School Cafeteria Expansion - no discussion;
- C33 Substantial and Final Completion of Rideout Elementary School Intercom/PA System - no discussion;
- C34 Substantial and Final Completion of Thunderbolt Elementary School Intercom/PA System - no discussion;
- C35 District Renovation/Remodeling Operations Building 1 First Floor Contract Award - needed to ensure structural integrity;
- C36 2019-20 S.R.E.F. Casualty, Safety, Sanitation, Relocatable, and Fire Safety Inspection - - no discussion;
- C37 Change Order #1 for Clay High School Erosion Control/Stormwater Repair - no discussion;
- C38 Option Contract for Roderico Property - discussion included potential use of property and necessity of incurring cost;

#### Discussion Agenda:

- D1 Human Resources Special Action - no special actions at this time;
- D2 Public Hearing to Approve as Advertised proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing - no discussion;

Following review of the agenda, Superintendent Broskie provided update re reopening of schools outlining objectives, reopening survey results, summer programs in progress, draft scenarios for reopening, and taskforce subcommittees. Graduation is scheduled for July 17th and principals are working with district leadership, currently reviewing all possible scenarios and incorporating required safety measures.

This meeting was adjourned at 11:10 a.m. and then reopened at 11:14 a.m. to engage in discussion of Item C20 Approve Advertisement and Notice of Public Hearing to adopt proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing. The meeting was then subsequently adjourned again at 11:55 p.m.

**Questions from the Audience** (None submitted via comment link on website)

**Superintendent Comments**

**School Board Comments**

**Adjournment** (11:55 p.m.)

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**Superintendent of Schools**

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**School Board Chair**

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## School Board of Clay County

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

### June 25, 2020 Regular School Board Meeting

**Date:** Jun 25 2020 (6:00 p.m.)

**Student Showcase** (None)

**Invocation** (Pastor Dina Duchene, Freedom Destiny Church)

**Pledge of Allegiance**

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

**Recognitions and Awards**

#### 1. Recognize Social Studies Teachers of the Year

**Minutes:**

Kelly Watt, Social Studies Specialist, recognized the following award recipients:

- Karen Steinmetz (LAE), nominee for FCSS's Outstanding Social Studies Teacher of the Year, Elementary Division
- Cynthia Cheatwood (OPJ), nominee for FCSS's Outstanding Social Studies Teacher of the Year, Middle School Division
- Keisha Gordon (CVA), nominee for FCSS's Outstanding Social Studies Teacher of the Year, Senior High Division
- Melissa Fisher (OHS), nominee for Prentice-Hall's Excellence in Teaching History Award
- Lily Peterson (OVE), nominee for Holt-McDougal's Warren Tracy Beginning Teacher Award

#### 2. Recognize 2019-2020 Retirees

**Minutes:**

Superintendent Broskie introduced a video honoring 2019-2020 Clay County School District's 101 retirees, representing a combined total of 2,340 years of service.

**Presenters**

**School Showcase** (None)

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

#### 3. Public Comment

**Minutes:**

In accordance with the legal advertisement of this meeting and due to the current public health emergency, public comments were permitted via a comment link on our webpage (directions provided in legal advertisement), submitted prior to 2:00 p.m. on June 25, 2020. No comments fitting these criteria were received.

No public comments were submitted from individuals who were in physical attendance at the meeting.



**Consent Agenda****Superintendent**

[4. C1 - Minutes of Workshop on May 14, 2020; Workshop on May 26, 2020; Regular Meeting on June 4, 2020](#)

[2020 May 14 Workshop.pdf](#)

[2020 May 26 Workshop.pdf](#)

[2020 June 4 Regular Meeting.pdf](#)

**Human Resources**

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

[Personnel Consent Agenda 06 25 2020.pdf](#)

**Instruction-Academic Services**

[6. C3 - Approval to Advertise and Notice of Public Hearing to Approve Modifications to the 2019-2020 Student Progression Plan](#)

[Student Progression Plan 2020 - 2021 - Redlined DRAFT.pdf](#)

[Rationale for 20-21 SPP Changes.pdf](#)

[Student Progression Plan 2020 - 2021 - Un-Redlined DRAFT.pdf](#)

[Approval to Advertise and Public Hearing to Adopt Student Progression Plan 20-21.pdf](#)

[7. C4 - MEMORANDUM OF UNDERSTANDING Between Clay County District Schools, Florida and Pace Center for Girls, Inc.](#)

[July 2020 \(June 25,20\) PACE Contract 2020-21.pdf](#)

[Executed July 2020 \(June 25,20\) PACE Contract 2020-21.pdf](#)

[8. C5 - Florida Virtual School - Amendment 3 to 2018-2021 Franchise Agreement - Appendix G - COVID-19 Student Support Project](#)

[200128 FI Virtual Amend 3.pdf](#)

[Executed 200128 FI Virtual Amend 3.pdf](#)

[9. C6 - Florida Virtual School - Pricing Amendment 2 to Franchise Agreement for State of Florida School district with School Board of Clay County - Appendix A](#)

[200127 FI Virtual Amend 2.pdf](#)

[Executed 200127 FI Virtual Amend 2.pdf](#)

[10. C7 - Approval for the Purchase of Edgenuity Virtual Instruction Curriculum 6-12th grades](#)

[200126Edgenuityfinal.pdf](#)

[Executed 200126 Edgenuity.pdf](#)

[11. C8 - Agreement between the School Board of Clay County and AMI Kids](#)

[July 2020 \(June 25, 20\) - AMI Kids Contract.pdf](#)

[12. C9 - Approval for the Purchase of K12 Florida LLC Virtual Instruction Curriculum for elementary curriculum usage.](#)

[200125K12 FI Agreement Final.pdf](#)

[Executed 200125 K12 FI Agreement.pdf](#)

**Instruction-Career and Technical Education**



**13. C10 - CTE Out of State and Overnight Field Trips**[CTE Out of State and Overnight Field Trips.pdf](#)[ffa-out-of-state-and-overnight-field-trips\\_1\(1\).pdf](#)**Instruction-Exceptional Student Education****14. C11 - Safe and Civil Schools Training Proposal Summer 2020**[200140 Teaching Strategies Inc Safe and Civil Schools Contract Review Approval 6.1.20.pdf](#)**Instruction-Professional Development****15. C12 - Professional Learning Catalog 2020-21**[Professional Learning Catalog 2020-21.pdf](#)**16. C13 - Approval of Language Essentials for Teachers of Reading and Spelling (LETRS) for Reading Endorsement**[200137 Voyager Sopris Learning.pdf](#)[Executed 200137 Voyager Sopris Learning.pdf](#)**Instruction-Climate and Culture****17. C14 - Healthcare Services Agreement**[Contract Review Form & Contract with Health Hero Florida.pdf](#)**IN-SEDNET****18. C15 - 20-21 Beacon Pediatrics**[200145, Beacon Pediatric Behavioral Health.pdf](#)**19. C16 - 20 21 New Perspectives Services**[200144, New Perspective Services.pdf](#)**20. C17 - 20-21 First Coast Behavioral Solutions Contract**[200143 First Coast Behavior Solutions.pdf](#)**21. C18 - 20-21 Family Services Resource Center**[200146 Family Services and Resource Center.pdf](#)**Business Affairs****22. C19 - Approve the 2020-2021 District's Property/Casualty/Active Assailant Insurance renewal submitted by Arthur J. Gallagher & Co. (broker)**[Core360 PPT Program Structure FINAL.pdf](#)[Clay County District Schools Property Casualty Premium Summary 2020xlsx.pdf](#)**23. C21 - Proposed Allocation Changes for 2020-2021**[Allocation Summary - June 25, 2020.pdf](#)**24. C23 - Approve Advertisement and Notice of Public Hearing on Revisions to the Clay County District Schools Internal Accounts Manual**[Internal Accounts Manual.pdf](#)[Approval to Advertise Notice of Public Hearing Internal Accounts Manual.pdf](#)**Business Affairs-Accounting**

[25. C24 - Monthly Financial Reports for May, 2020](#)[May 2020 Board Monthly Financial Report.pdf](#)[May 2020 Board Monthly Property Report.pdf](#)[26. C25 - Budget Amendment for Month Ending May 31, 2020](#)[Budget Amendments May 2020.pdf](#)**Business Affairs-Property**[27. C26 - Deletion of Certain Items Report - June, 2020](#)[Deletion-Report-June, 2020.pdf](#)**Business Affairs-Purchasing**[28. C27 - BID to be Awarded](#)**Operations-Facilities**[29. C28 - Pre-Qualification of Contractors](#)[Table for Board Backup Contractor Prequal, 6.25.20.pdf](#)[30. C29 - Substantial and Final Completion of Keystone Heights Elementary School Intercom/PA System](#)[KHE Intercom.PA Substantial & Final Completion.pdf](#)[31. C30 - Substantial and Final Completion of Keystone Heights High School Intercom/PA System](#)[KHHS Intercom.PA Substantial & Final Completion.pdf](#)[32. C31 - Change Order #1 for Lakeside Junior High School Parking Lot Renovation](#)[LSJH Parking Lot Renovation CO 1.pdf](#)[33. C32 - Change Order #3 \(Direct Purchasing\) for Doctors Inlet Elementary School Cafeteria Expansion](#)[DIS Cafeteria Expansion CO 3.pdf](#)[34. C33 - Substantial and Final Completion of Rideout Elementary School Intercom/PA System](#)[ROE Intercom.PA Substantial & Final Completion.pdf](#)[35. C34 - Substantial and Final Completion of Thunderbolt Elementary School Intercom/PA System](#)[TBE Intercom.PA Substantial & Final Completion.pdf](#)[36. C35 - District Renovation/Remodeling Operations Building 1 First Floor Contract Award](#)[Bid Tabulation C-30-19 20.pdf](#)[37. C37 - Change Order #1 for Clay High School Erosion Control/Stormwater Repair](#)[Change Order #1 for Clay High School Erosion Control Stormwater Repair.pdf](#)**Adoption of Consent Agenda**[38. Adoption of Consent Agenda](#)**Motion**

Motion to Approve

**Vote Results** ( Approved )

Motion: Ashley Gilhousen

Second: Mary Bolla

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

**CCEA Update** (Renna Lee Paiva)**CESPA Update** (None)**Superintendent's Update and Presentations**[39. Superintendent's Update](#)[SB Superintendent's Update 6-25-2020.pdf](#)**Minutes:**

Superintendent Broskie presented an update re the framework considered for the reopening of schools, addressing learning loss and the summer recovery plan, current and planned activities, safety precautions and modifications, and proposed reopening scenarios.

A workshop to discuss the reopening in greater detail was scheduled for July 14, 2020 at the TTC Main Room.

Superintendent Broskie shared with the board an executive order signed by the governor that encourages the closure of all district schools on both the primary and election days. The board was not inclined to close schools on those days.

**Discussion Agenda****School Board Member**

40. D1 - Approve employment contract for Kenneth Wagner, Chief of Police (Mrs. Studdard) (Item withdrawn by Mrs. Studdard)

THE SCHOOL BOARD OF CLAY COUNTY.docx Wagner contract Final.docx

**Human Resources**[41. D2 - Human Resources Special Action](#)**Minutes:**

There were no Human Resources Special Actions to consider for this agenda.

**Business Affairs**

[42. C20 - Approve Advertisement and Notice of Public Hearing to adopt proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing, 5.03B Business Affairs School Activity Accounts, and 5.02C, Business Affairs Use of School Buildings, Grounds and Equipment \(Item pulled by Mrs. Kerekes\)](#)

[Internal Account policy 5.03B.pdf](#)

[CCSB - 5.02 Business Affairs Purchasing Federal Grant Funds as of 6 9 2020 \(DRAFT\).pdf](#)

[Proposed 5.02C BAD Facility Use Policy.pdf](#)

[Approval to Advertise Public Hearing SB Policies 5.02A, 5.03B, 5.02C.pdf](#)

**Minutes:**

Mrs. Kerekes is not in agreement with the proposed purchasing policy limit of \$100,000 for contracts and believes any contract in excess of \$50,000 should require board approval. Furthermore, Mrs. Kerekes believes the execution of contracts should be limited to the superintendent and the superintendent's designees.



**Motion**

Motion to Approve

**Vote Results** ( *Approved* )

Motion: Ashley Gilhousen

Second: Mary Bolla

Janice Kerekes - Nay

Carol Studdard - Aye

Ashley Gilhousen - Aye

Mary Bolla - Aye

Tina Bullock - Aye

[43. C22 - Approve Advertisement and Notice of Public Hearing for Revisions to the Clay County District Schools Use of Facilities/Use of Grounds Manual \(Item pulled by Mrs. Kerekes\)](#)

[Approval to Advertise Notice of Public Hearing Use of Facilities & Grounds Manual.pdf](#)

[NEW Application-Agree w Waiver - Updated 6-23-2020 \(7\)\(1\).pdf](#)

[NEW Application-Agree w Waiver - Updated 6-29-2020 \(7\).pdf](#)

**Minutes:**

Mrs. Kerekes expressed concern that other counties are charging considerably more than Clay County District Schools for rental of facilities. Mrs. Kerekes also discussed restricting the boardroom and professional development rooms at the Teacher Training Center. Board members were in agreement with aligning access of these areas to the district's goals, excluding things unrelated to the education of students. School Board Attorney Bruce Bickner will prepare language to incorporate the board's intent re restriction of these areas and give Business Affairs authority over the rental of professional development facilities. The revised manual will be reviewed with Dr. Legutko and Superintendent Broskie, then shared with the board.

Dr. Legutko will revise Exhibit B, incorporating a requirement of mandatory COVID-19 cleaning products.

Under Mr. Bickner's direction, Mrs. Gilhousen amended her motion to include Dr. Legutko's addition and revisions governing the use of the professional development facilities.

**Motion**

Motion to Approve incorporating the addition of language by the School Board Attorney which clarifies the uses for which the TTC can be rented and rental permissions will be supervised by Business Affairs Division (Dr. Legutko)

**Vote Results** ( *Approved* )

Motion: Ashley Gilhousen

Second: Tina Bullock

Janice Kerekes - Aye

Carol Studdard - Aye

Ashley Gilhousen - Aye

Mary Bolla - Aye

Tina Bullock - Aye

[44. D3 - Adopt Superintendent's Memorandum in Support of Declaration of Emergency and Approve the emergency adoption/implementation of the Use of Facilities & Grounds Manual, \(temporary\) including a Release of Liability Re: COVID-19 Infection](#)

[Memorandum Declaration of Emergency.pdf](#)

[TEMP USE Manual \(Fac&Grnd\) Ap-Agree-Prc - Updated 6-2020 \(4\)\(1\).pdf](#)

**Motion**

Motion to Approve Superintendent's Memorandum in Support of Declaration of Emergency

**Vote Results ( Approved )**

Motion: Mary Bolla

Second: Ashley Gilhousen

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

**Motion**

Motion to Approve/Adopt the emergency adoption/implementation of the Use of Facilities & Grounds Manual (temporary) including a Release of Liability re COVID-19 infection for immediate implementation

**Vote Results ( Approved )**

Motion: Janice Kerekes

Second: Mary Bolla

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

**Business Affairs-Purchasing**

[45. D4 - Public Hearing to Approve as Advertised proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing](#)

[CCSB - 5.02 Business Affairs Purchasing FEDERAL GRANT MONEY \(1\).docx FINAL \(1\).pdf](#)

[Approval to Advertise Notice of Public Hearing SB Policy Purchasing 5.02A.pdf](#)

**Minutes:**

Chair Studdard opened the public hearing. With no one to speak to the item, the public hearing was closed.

**Motion**

Motion to Approve

**Vote Results ( Approved )**

Motion: Ashley Gilhousen

Second: Mary Bolla

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

**Operations-Facilities**

[46. C36 - 2019-20 S.R.E.F. Casualty, Safety, Sanitation, Relocatable, and Fire Safety Inspection \(Item pulled by Mrs. Studdard\)](#)

[Elementary SREF Inspections.pdf](#)

[Elementary SREF Inspections Cont..pdf](#)

[High School SREF Inspections.pdf](#)

[Additional SREF Inspections.pdf](#)

**Minutes:**

Bryce Ellis, Interim Assistant Superintendent for Operations, received after the publication of the agenda, the final three inspections that now need to be attached to this agenda item. School Board Attorney Mr. Bickner gave guidance and direction to the board re the amendment of this item for good cause. The inspections are due to the Department of Education by July 7th, and the addition of this documentation constitutes no substantive change and provides more detail to the Department of Education. Ms. Ellis shared this documentation with the board, and the board found good cause for the inclusion of this additional documentation in the agenda item based on these items being required, unable to be done ahead of time, and failure to add this information now would delay Department of Education reporting.

**Motion**

Motion to Approve

**Vote Results ( Approved )**

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

[47. C38 - Option Contract for Roderico Property \(Item pulled by Mrs. Kerekes\)](#)

[RODERIGO OPTION CONTRACT.docxFINAL \(1\).docx FINAL AGAIN.pdf](#)

**Minutes:**

Mrs. Kerekes is not able to justify this purchase, given current budget uncertainty and district-wide needs. Bryce Ellis, Interim Assistant Superintendent of Operations presented historical appraisal data and proposed land use. James Fossa, Coordinator of Facilities & Planning, advised this purchase would allow the creation of greater safety for employees, district buildings and district vehicles as well as afford the ability to consolidate personnel in district properties.

**Motion**

Motion to Approve

**Vote Results ( Approved )**

Motion: Ashley Gilhousen

Second: Mary Bolla

Janice Kerekes

- Nay

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

**School Board Attorney Remarks**

**School Board Member Remarks**

[48. School Board Member Comments](#)

**Minutes:**

Chair Studdard presented Renna Lee Paiva, Clay County Education Association President, with a plaque honoring her commitment and service. Board member comments included acknowledging the difficulty of the hard decisions that lie ahead re reopening and budget, a commitment to the best possible graduation scenario, and appreciation to the superintendent and staff committees for their extensive work involved in evaluating and implementing reopening options. Best wishes to all 2019-2020 retirees were extended.

Mary Bolla will serve as FSBA Liaison and Janice Kerekes will serve as alternate FSBA Liaison for the upcoming year.

Mrs. Kerekes will bring a future resolution, for the board's consideration, condemning racism and affirming the district's commitment to an inclusive environment for all.

**Adjournment** (8:17 p.m.)

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**Superintendent of Schools**

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**School Board Chairman**

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August 6, 2020 - Regular School Board Meeting

**Title**

C2 - Personnel Consent Agenda

**Description**

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

**Gap Analysis**

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

**Previous Outcomes**

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

**Expected Outcomes**

Approval of the Personnel Consent Agenda.

**Strategic Plan Goal**

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

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

**Recommendation**

To approve the Personnel Consent Agenda.

**Contact**

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

**Financial Impact**

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

**Review Comments**

**Attachments**

[Personnel Consent Agenda 8 6 2020.pdf](#)



**DIVISION OF HUMAN RESOURCES  
PERSONNEL CONSENT AGENDA**

August 6, 2020

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**I. Administrative Actions**

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**A. APPOINTMENT**

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

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**B. RE-APPOINTMENT**

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

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**C. RE-DESIGNATION**

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

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**D. TRANSFER**

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

### E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
BROWN, EASTER MARTIN TSA, ST TRNG 10 MONTH	Argyle Elementary	Effective 2020-06-30 RESIGNATION
BYERS, JENNIFER MICHELLE WJH TEACHER, SUPP FACIL 10 MONTH	Wilkinson Jr High	Effective 2020-06-05 RESIGNATION
CHRISTOPHER, NAKIA MONIQUE PES TEACHER, SC, FIFTH GR 10 MONTH	Tynes Elementary	Effective 2020-06-05 RESIGNATION
COBURN, LAURIE S GCJ TEACHER, PEER COUNS, JH 10 MONTH	Fleming Island High School	Effective 2020-06-05 RESIGNATION
CURRY, DEBORAH LYN ESE BEHAVIOR SITE COACH 10 MONTH	Middleburg High	Effective 2020-06-05 RESIGNATION
GOUIN, SHARI RENEE WJH READING COACH, MIDDLE/JUNI 10 MONTH	Plantation Oaks Elementary	Effective 2020-06-05 RESIGNATION
GUNDER, IVIN J LJH PRINCIPAL, JUNIOR HIGH 12 MONTH	Lakeside Junior High	Effective 2020-06-30 RESIGNATION
HAILE, TOYIA TAREEN K12 CURR SPEC 11 MO 11 MONTH	Oakleaf High School	Effective 2020-06-17 RESIGNATION
HOFFMANN, KARA L CEB TEACHER, SC, SIXTH GR 10 MONTH	Wilkinson Elementary	Effective 2020-06-30 RESIGNATION
IANNONE, JAMIE MIKELLE SUPERVISOR SCH IMP/PD/ASSESS 12 MONTH	Lake Asbury Junior High School	Effective 2020-06-30 RESIGNATION
LAFONTANT, FLORENCE GLADYS RHS TEACHER, SUPP FACIL 10 MONTH	Oakleaf Junior High School	Effective 2020-06-05 RESIGNATION
PARENTEAU, MEAGAN E TES ASST PRINCIPAL EL 11 MOS 11 MONTH	Tynes Elementary	Effective 2020-06-17 RESIGNATION
STOKES, LORI ANN TES TEACHER, SC, SECOND GR 10 MONTH	Robert M. Paterson Elementary	Effective 2020-06-05 RESIGNATION
STRICKLAND, AMANDA ELE CURR SPEC 12 MO 12 MONTH	Middleburg Elementary	Effective 2020-06-30 RESIGNATION

**I. Administrative Actions**

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**F. SUPPLEMENT**

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<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>
BROWN, EASTER MARTIN AES ASST PRINCIPAL EL 12 MO 12 MONTH	Argyle Elementary	Effective 2020-07-01 12 MONTH / Annual
BYERS, JENNIFER MICHELLE WJH ASST PRINCIPAL JH 11 MO 11 MONTH	Wilkinson Jr High	Effective 2020-07-21 11 MONTH / Annual+PSC as Teacher, Admin only
CHRISTOPHER, NAKIA MONIQUE TES ASST PRINCIPAL EL 11 MOS 11 MONTH	Tynes Elementary	Effective 2020-07-21 11 MONTH / Annual+PSC as Teacher, Admin only
COBURN, LAURIE S FIH ASST PRIN 11 MO SH 11 MONTH	Fleming Island High School	Effective 2020-07-21 11 MONTH / Annual
CURRY, DEBORAH LYN MHS ASST PRIN 11 MO SH 11 MONTH	Middleburg High	Effective 2020-07-21 11 MONTH / Annual
GOUIN, SHARI RENEE POE ASST PRINCIPAL EL 11 MOS 11 MONTH	Plantation Oaks Elementary	Effective 2020-07-21 11 MONTH / Annual+PSC as Teacher, Admin only
GRANATH, ANDREW M OVE ASST PRINCIPAL EL 11 MOS 11 MONTH	Oakleaf Village Elementary	Effective 2020-07-21 11 MONTH / Annual+PSC as Teacher, Admin only
HAILE, TOYIA TAREEN OHS ASST PRIN 11 MO SH 11 MONTH	Oakleaf High School	Effective 2020-07-21 11 MONTH / Annual
HOFFMANN, KARA L WES ASST PRINCIPAL EL 12 MO 12 MONTH	Wilkinson Elementary	Effective 2020-07-01 12 MONTH / Annual+PSC as Teacher, Admin only
LAFONTANT, FLORENCE GLADYS OLJ ASST PRINCIPAL JH 11 MO 11 MONTH	Oakleaf Junior High School	Effective 2020-07-21 11 MONTH / Annual+PSC as Teacher, Admin only
OTIS, KELLY RENEE DOE ASST PRINCIPAL EL 12 MO 12 MONTH	Discovery Oaks Elementary	Effective 2020-07-01 12 MONTH / Annual
STOKES, LORI ANN PES ASST PRINCIPAL EL 11 MOS 11 MONTH	Robert M. Paterson Elementary	Effective 2020-07-21 11 MONTH / Annual+PSC as Teacher, Admin only
STRICKLAND, AMANDA MBE ASST PRINCIPAL EL 12 MO 12 MONTH	Middleburg Elementary	Effective 2020-07-01 12 MONTH / Annual

**I. Administrative Actions**

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**B. RE-APPOINTMENT**

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

**C. RE-DESIGNATION**

Name/Assignment	Site	Previous Assignments
CARELLA, CHRISTOPHER M FIH ASST PRIN 12 MO SH 12 MONTH	Fleming Island High School	EFFECTIVE 07/01/2020 / REDESIGNATE FROM FIH ASST PRIN SH / 11 MONTH
ELIA, MICHAEL J OLJ ASST PRINCIPAL JH 12 MO 12 MONTH	Oakleaf Junior High School	EFFECTIVE 07/01/2020 / REDESIGNATE FROM OLJ ASST PRINCIPAL JH / 11 MONTH
GILLIAM, CHERNELL D OVE ASST PRINCIPAL EL 12 MO 12 MONTH	Oakleaf Village Elementary	EFFECTIVE 07/01/2020 / REDESIGNATE FROM OVE ASST PRINCIPAL EL / 11 MONTH
MARTIN, JASON SCOTT POE ASST PRINCIPAL EL 12 MO 12 MONTH	Plantation Oaks Elementary	EFFECTIVE 07/01/2020 / REDESIGNATE FROM POE ASST PRINCIPAL EL / 11 MONTH
SCHUMACHER, COURTNEY ANNE PES ASST PRINCIPAL EL 12 MO 12 MONTH	Robert M. Paterson Elementary	EFFECTIVE 07/01/2020 / REDESIGNATE FROM PES ASST PRINCIPAL EL / 11 MONTH
THOMPSON, CHRISTINA NICOLE OHS ASST PRIN 12 MO SH 12 MONTH	Oakleaf High School	EFFECTIVE 07/01/2020 / REDESIGNATE FROM OHS ASST PRIN SH / 11 MONTH

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**I. Administrative Actions**

**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
FREEMAN, JOSHUA JOSEPH OPJ ASST PRINCIPAL JH 11 MO 11 MONTH	Orange Park Jr High	EFFECTIVE 07/21/2020 / TRANSFER FROM CHS ASST PRIN 11 MO SH / 11 MONTH
KING, BONNIE BISHOP CHS ASST PRIN 11 MO SH 11 MONTH	Clay High	EFFECTIVE 07/21/2020 / TRANSFER FROM LAJ ASST PRINCIPAL JH / 11 MONTH

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**I. Administrative Actions**

**E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT**

<b>Name/Assignment</b>	<b>Site</b>	<b>Effective/Action</b>
WINGATE, MICHAEL J K12 DIRECTOR, K12 12 MONTH	K-12 Academic Services	Effective 2020-07-31 RETIREMENT

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**I. Administrative Actions**

**F. SUPPLEMENT**

	<b>Name/Assignment</b>	<b>Site</b>	
	DAILEY, ROGER J LJH SOCCER HEAD JH SUPPLEME	Instruction-Assistant Supt	Appointment
	HAYWARD, MICHAEL A MHS BASKETBALL HD SH SUPPLEME	Middleburg Elementary	Appointment
	LEWIS, MATTHEW L CHS SOFTBALL FP HD SH SUPPLEME	Clay High	Appointment
0.5	SCHUMACHER, COURTNEY ANNE PES ESE INTERVENTION FAC. SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	STOKES, LORI ANN PES ESE INTERVENTION FAC. SUPPLEME	Robert M. Paterson Elementary	Appointment

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**II. Job Description Actions**

NONE

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**III. Instructional Actions**

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**A. APPOINTMENT**

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

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**B. RE-APPOINTMENT**

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

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**C. RE-DESIGNATION**

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

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**D. TRANSFER**

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Name/Assignment	Site	Previous Assignment
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**III. Instructional Actions**

**E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT**

	<b>Name/Assignment</b>	<b>Site</b>	<b>Effective/Action</b>
	BENJAMIN, CRYSTAL SANDRA GPE TEACHER, SC, FIFTH GR 10 MONTH	Grove Park Elementary	Effective 2020-06-05 RESIGNATION
0.6	BOWMAN, MICHELLE L ROE MEDIA TECHNICAL ASST 10 MONTH	Oakleaf Junior High School	Effective 2020-06-05 RESIGNATION
0.4	BOWMAN, MICHELLE L SPC MEDIA TECHNICAL ASST 10 MONTH	Oakleaf Junior High School	Effective 2020-06-05 RESIGNATION
	CUMMINGS, BETTY JO MRE TEACHER, SC, KINDERGARTEN 10 MONTH	Mcrae Elementary	Effective 2020-06-05 RESIGNATION
	GODWIN, KAREN M TES TEACHER, AUTISM SPECTR DIS 10 MONTH	Tynes Elementary	Effective 2020-06-05 RESIGNATION
	IVEY, KELSEY ANN CEB TEACHER, SC, THIRD GR 10 MONTH	Charles E. Bennett Elementary	Effective 2020-06-05 RESIGNATION
	LEMUS, ANA G WEC TEACHER, SC, FIFTH GR 10 MONTH	W.E. Cherry Elementary	Effective 2020-06-05 RESIGNATION
	MATILLA, MARLON D OPH TEACHER, MATHEMATICS, SR 10 MONTH	Orange Park High	Effective 2020-06-05 RESIGNATION
	MOUSLEY, MORGAN LEE CHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Clay High	Effective 2020-06-05 RESIGNATION
	PAIVA, RENNA-LEE TEACHER, SPECIAL ASSIGNMENT 10 MONTH	Human Resources	Effective 2020-06-05 RETIREMENT
0.9	PETERS, MICHELLE A LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	Effective 2020-06-03 RESIGNATION
	REAVIS, ZOE SLE TEACHER, SC, THIRD GR 10 MONTH	Shadowlawn Elementary	Effective 2020-06-05 RESIGNATION
	RUFFIAN, WILLIAM CLINTON SBJ TEACHER, SC, SIXTH GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2020-06-05 RESIGNATION
	WEEKS, MICHELLE R FIE TEACHER, SC, FIFTH GR 10 MONTH	Fleming Island Elementary	Effective 2020-06-05 RETIREMENT
	WOOD, KIMBERLY PAIGE LJH TEACHER, SUPP FACIL 10 MONTH	Lakeside Junior High	Effective 2020-06-05 RESIGNATION
	WOOD, SUSAN ALLISON CEB TEACHER, CURRICULUM COACH 10 MONTH	Charles E. Bennett Elementary	Effective 2020-06-05 RESIGNATION
	ZANGRILLI, ALLYSON MARIE CHE TEACHER, SC, SECOND	Clay Hill Elementary	Effective 2020-06-05 RESIGNATION

**III. Instructional Actions**

**E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT**

	<b>Name/Assignment</b>	<b>Site</b>	<b>Effective/Action</b>
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10 MONTH

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**III. Instructional Actions**

**F. SUPPLEMENT**

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<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
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III. INSTRUCTIONAL ACTIONS 2019-2020

G. PENDING APPOINTMENTS

Name/Assignment

Location

Effective

NONE

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III. INSTRUCTIONAL ACTIONS 2019-2020

H. OUT OF FIELD

<u>Name</u>	<u>Subject</u>	<u>OOF Subject</u>	<u>Site</u>	<u>Effective</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>
ARRINGTON, MICHAEL B DIS TEACHER, SC, THIRD GR 10 MONTH	Doctors Inlet Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
BOGLE, HEATHER MICHELLE SBJ TEACHER, SC, THIRD GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
BOWMAN, MICHELLE L OLJ MEDIA SPECIALIST, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
BROOKINS-KIRK, RASHAUNDRA DION OPH COUNSELOR, SH 11 MO 11 MONTH	Orange Park High	Effective 2020-07-21 11 MONTH / Instructional Probationary Annual
BROOKS, VICTORIA LEIGH CHS TEACHER, SCIENCE, SH 10 MONTH	Clay High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
BROWN, DEBORAH A WJH TEACHER, FAMILY/CONSUMER 10 MONTH	Wilkinson Jr High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
CARLIN, RACHEL ELIZABETH AES TEACHER, SC, FIFTH GR 10 MONTH	Argyle Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
CHAFEE, LYNNE CEB TEACHER, SC, THIRD GR 10 MONTH	Charles E. Bennett Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
CHAPMAN, KEBRINA MARIE RVE TEACHER, SC, SIXTH GR 10 MONTH	Ridgeview Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
DEES, LAURA ELIZABETH ROE TEACHER, MUSIC, ELEM 10 MONTH	Rideout Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
DEFALCO, DANIELLE C SBJ TEACHER, SC, SECOND GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
DRIGGERS, ARIELLE MARIE KHE TEACHER, SC, SIXTH GR 10 MONTH	Keystone Heights Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
EATON, AUDREY CLAIRE SBJ TEACHER, VE/INCLUSION 10 MONTH	S. Bryan Jennings Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
ESCOBAR, JONATHAN OLJ TEACHER, MATHEMATICS, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
EVANS, PARISH R OHS COUNSELOR, SH 11 MO 11 MONTH	Oakleaf High School	Effective 2020-07-21 11 MONTH / Instructional Probationary Annual
EYSTER, PATRICIA ADAMS KHH TEACHER, SCIENCE, SH 10 MONTH	Keystone Heights High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
FALCONER, JENNIFER ANN LAJ TEACHER, MATHEMATICS, JH 10 MONTH	Lake Asbury Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
FARMER III, BRADLEY	Lake Asbury Junior High School	Effective 2020-08-03

### III. Instructional Actions

#### A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
KENNETH LAJ TEACHER, MATHEMATICS, JH 10 MONTH		10 MONTH / Instructional Probationary Annual
FITZSIMONS, KRISTINA ANNE RVE TEACHER, SC, FIRST GR 10 MONTH	Ridgeview Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
GALLAGHER, CHRIS N RHS ATHLETIC DIRECTOR 11 MONTH	Ridgeview High School	Effective 2020-07-21 11 MONTH / Instructional Probationary Annual
GALLAGHER, VICTORIA LYNN CHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Clay High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
GELLER, VERONICA SUSAN RVE TEACHER, SC, FOURTH GR 10 MONTH	Ridgeview Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
GOTTSCHALK, CAROL ELAINE MRE TEACHER, SC, FIRST GR 10 MONTH	Mcrae Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
GOULET, BRIANNA MARIE GPE TEACHER, SC, KINDERGARTEN 10 MONTH	Grove Park Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
GUPTILL, JASON C CEB TEACHER, INSTRUCT TECH EL 10 MONTH	Charles E. Bennett Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
HAILEY, JOSHUA MICHAEL LAJ TEACHER, SOC STUD, JH 10 MONTH	Lake Asbury Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
HALL, RACHAEL MARIE POE TEACHER, VE SELF- CONTAINED 10 MONTH	Plantation Oaks Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
HAYES, AUBREY ELYSE CGE TEACHER, SC, KINDERGARTEN 10 MONTH	Coppergate Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
HERRHOLTZ, JAMES GCJ TEACHER, SOC STUD, JH 10 MONTH	Green Cove Springs Junior High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
HICKMAN, MADISON ALLY MRE TEACHER, VE/INCLUSION 10 MONTH	Mcrae Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
HILL, JUDITH RACINE TES TEACHER, VE SELF- CONTAINED 10 MONTH	Tynes Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
HILTON, ARIANA NICHELLE WES TEACHER, SC, KINDERGARTEN 10 MONTH	Wilkinson Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
HOLLIS, SHANTI E OPH COUNSELOR, SH 11 MO 11 MONTH	Orange Park High	Effective 2020-07-21 11 MONTH / Instructional Probationary Annual

### III. Instructional Actions

#### A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
HUGGINS, SHELLEY STARKE TES TEACHER, SC, KINDERGARTEN 10 MONTH	Tynes Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
JAMES, REBECCA SHANNON OPH TEACHER, SOC STUD, SH 10 MONTH	Orange Park High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
KENDALL, MONICA BROOKE TES TEACHER, SC, KINDERGARTEN 10 MONTH	Tynes Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
KIRNIE, KATHLEEN MARIE ROE TEACHER, VE/INCLUSION 10 MONTH	Rideout Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
KITE, ANGELA RENEE SBJ TEACHER, SC, THIRD GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
KLEZMER, CHRISTIE BARBARA ROE TEACHER, SC, KINDERGARTEN 10 MONTH	Rideout Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
LAFONTAINE, LINDSAY WIDELL DIS TEACHER, SC, FIRST GR 10 MONTH	Doctors Inlet Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
LAPINSKI, CHERELLE NORENE POE TEACHER, GIFTED 10 MONTH	Plantation Oaks Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
LINTON, MEGAN CHRISTINA KHH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Keystone Heights High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
LIVERPOOL, TORSHADER ANNETTE DOE TEACHER, SC, SECOND GR 10 MONTH	Discovery Oaks Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
LOTZE, KELLY LEIGH PES TEACHER, MUSIC, ELEM 10 MONTH	Robert M. Paterson Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
LYNCH, NADINE LYNN SPC TEACHER, SC, KINDERGARTEN 10 MONTH	Swimming Pen Creek Elem	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MARQUEZ, MALISSIA BALEIGH DOE TEACHER, SC, FIFTH GR 10 MONTH	Discovery Oaks Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MCDONALD, ERIN NICOLE OPH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Orange Park High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MCLANE, KIMBERLY ANN PES TEACHER, SC, SIXTH GR 10 MONTH	Robert M. Paterson Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MCMILLAN, KELSEY BREANNA TES TEACHER, SC, FIRST GR 10 MONTH	Tynes Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MCMURRAY, JEREMY KANE	Lake Asbury Junior High School	Effective 2020-08-03

### III. Instructional Actions

#### A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
LAJ TEACHER, VE SELF-CONTAINED 10 MONTH		10 MONTH / Instructional Probationary Annual
MCRAE, HEATHER ELIZABETH KHE TEACHER, SC, SIXTH GR 10 MONTH	Keystone Heights Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MELZER, SHANE MATTHEW CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MENENDEZ, SASHA AES TEACHER, SC, FIRST GR 10 MONTH	Argyle Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MILLER, MICHAEL S LJH TEACHER, MATHEMATICS, JH 10 MONTH	Lakeside Junior High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MONTGOMERY, DOYVON LEMORSTINE OLJ TEACHER, MATHEMATICS, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
MUMFORD, MARGUERITE KLEIN SPC TEACHER, COMBINATION, EL 10 MONTH	Swimming Pen Creek Elem	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
PEASE, LINDA CLARK WJH TEACHER, MATHEMATICS, JH 10 MONTH	Wilkinson Jr High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
PENNYBAKER, WILLIAM W OLJ TEACHER, READING, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
PETERS, MICHELLE A LAJ TEACHER, SCIENCE, JH 10 MONTH	Lake Asbury Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
PETERSEN, HEATHER LYNAE RVE TEACHER, SC, SECOND GR 10 MONTH	Ridgeview Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
PETRUCCI, YASMIN ORTIZ RHS TEACHER, SCIENCE, SH 10 MONTH	Ridgeview High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
REYNOLDS, HEATHER RENEE GPE TEACHER, SC, FIRST GR 10 MONTH	Grove Park Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
ROBINSON, SAMANTHA ALICIA GPE TEACHER, SC, SECOND GR 10 MONTH	Grove Park Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
ROGERS, ERIN ELIZABETH RHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Ridgeview High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
ROUNDTREE, MADISON ADAIR TES TEACHER, SC, KINDERGARTEN	Tynes Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual

### III. Instructional Actions

#### A. APPOINTMENT

Name/Assignment	Site	Contract
10 MONTH SAENZ, KIERSTEN LEIGH AES TEACHER, SC, FOURTH GR 10 MONTH	Argyle Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
SIERUTA, MARGARET ANNE LAJ TEACHER, SOC STUD, JH 10 MONTH	Lake Asbury Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
SPENCER, MEGAN ELIZABETH TBE TEACHER, VE SELF- CONTAINED 10 MONTH	Thunderbolt Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
STANHOPE, AMBER LYNNE POE TEACHER, SC, SIXTH GR 10 MONTH	Plantation Oaks Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
STEVENS, ANDREA MARIE LAJ TEACHER, FAMILY/CONSUMER 10 MONTH	Lake Asbury Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
STOKES, ASHLEY R OLJ TEACHER, RESEARCH/CRIT JH 10 MONTH	Oakleaf Junior High School	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
TRUDE, KATHRYN ELAINE WEC TEACHER, SC, FIFTH GR 10 MONTH	W.E. Cherry Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
UNDERWOOD, LINDSEY KATHRYN WJH TEACHER, MATHEMATICS, JH 10 MONTH	Wilkinson Jr High	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
VINSON, LINDA JOYCE ESE CURR SPEC 11 MO 11 MONTH	Exceptional Student Education	Effective 2020-07-21 11 MONTH / Instructional Probationary Annual
WILDER, SEANNA KAE POE TEACHER, SC, THIRD GR 10 MONTH	Plantation Oaks Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
WILLIAMS, ANNA ATTAWAY TES TEACHER, SC, SECOND GR 10 MONTH	Tynes Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual
WILLIAMS, DANIELLE ELIZABETH CEB TEACHER, SC, FIFTH GR 10 MONTH	Charles E. Bennett Elementary	Effective 2020-08-03 10 MONTH / Instructional Probationary Annual

**III. Instructional Actions**

**B. RE-APPOINTMENT**

Name/Assignment	Site	Contract
CODY, SUSAN LYNN OLJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
JACKSON, JAIME LYNN FIH TEACHER, SCIENCE, SH 10 MONTH	Fleming Island High School	10 MONTH / Annual
MADAYCHIK, MICHAEL ANDRE WJH TEACHER, READING, JH (OOF) 10 MONTH	Wilkinson Jr High	10 MONTH / Annual

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**III. Instructional Actions**

**C. RE-DESIGNATION**

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
LEININGER, VICTORIA A WES TEACHER, GIFTED (OOF) 10 MONTH	Wilkinson Elementary	EFFECTIVE 08/03/2020 / REDESIGNATE FROM WES TEACHER, SC, FOURTH GRADE / 10 MONTH
MADDOX, MARY K CVA TEACHER, SCIENCE, SH 10 MONTH	Clay Virtual Academy	EFFECTIVE 08/03/2020 / REDESIGNATE FROM CVA TEACHER, SCIENCE , SH .6 / 10 MONTH
MOSES, JARED MATTHEW CHS ATHLETIC DIRECTOR 11 MONTH	Clay High	EFFECTIVE 07/20/2020 / REDESIGNATE FROM CHS TEACHER, PHYSICAL ED SH / 10 MONTH
SIEGER, HEATHER M CVA CURR SPEC 12 MO 12 MONTH	Clay Virtual Academy	EFFECTIVE 07/01/2020 / REDESIGNATE FROM CVA TEACHER, INS TECH EL / 11 MONTH
SMITH, ERICK WAYNE WJH TEACHER, TECHNOLOGY ED (OOF) 10 MONTH	Wilkinson Jr High	EFFECTIVE 08/03/2020 / REDESIGNATE FROM WJH TEACHER, MATHEMATICS / 10 MONTH

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### III. Instructional Actions

#### D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
ALT-REVELS, JOETTE ANN FYA TEACHER, DROPOUT PREV SH 10 MONTH	FL Youth Challenge Academy	EFFECTIVE 07/20/2020 / TRANSFER FROM CEB TEACHER, SC, SIXTH GRADE / 10 MONTH
ARTHUR, MYSTERI NICOLE ESE TEACHER, IND 10 MONTH	Exceptional Student Education	EFFECTIVE 08/03/2020 / TRANSFER FROM MHS TEACHER, IND / 10 MONTH
BYRD, ELISSA DENISE OHS TEACHER, LANGUAGE ARTS, SH(OOF) 10 MONTH	Oakleaf High School	EFFECTIVE 08/03/2020 / TRANSFER FROM BLC TEACHER, LANGUAGE ARTS / 10 MONTH
CORNISH, JOE A WJH TEACHER, BUSINESS ED 10 MONTH	Wilkinson Jr High	EFFECTIVE 08/03/2020 / TRANSFER FROM FYA TEACHER, DROPOUT PREVENTION / 10 MONTH
DARDEN, ERICA L SLE TEACHER, SC, FIFTH GR 10 MONTH	Shadowlawn Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM CEB TEACHER, SC, FOURTH GRADE / 10 MONTH
DRAWDY, WILLIAM RUSSELL TES TEACHER, SC, SIXTH GR 10 MONTH	Tynes Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM POE TEACHER, GIFTED / 10 MONTH
DZIWULSKI, KIMBERLY ANN TES TEACHER, SC, KINDERGARTEN 10 MONTH	Tynes Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM SBJ TEACHER, SC, KINDERGARTEN / 10 MONTH
FORKUM, MEREDITH ADRIENNE MHS TEACHER, DROPOUT PREV SH 10 MONTH	Middleburg High	EFFECTIVE 08/03/2020 / TRANSFER FROM LJH TEACHER, SCIENCE, JH / 10 MONTH
GULLETT, CAREY PIERCE DIS TEACHER, SC, SECOND GR 10 MONTH	Doctors Inlet Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM OPE TEACHER, SC, SECOND GRADE / 10 MONTH
HENNING, JOANN N TBE TEACHER, SC, FIFTH GR 10 MONTH	Thunderbolt Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM DIS TEACHER, SC, THIRD GRADE / 10 MONTH
JOHNSTON, JENNIFER GARDNER SPC COUNSELOR, ELEM 10 MONTH	Swimming Pen Creek Elem	EFFECTIVE 08/03/2020 / TRANSFER FROM LJH TEACHER, VE/INCLUSION / 10 MONTH
KALMUS, KRISTIN FARINA WES TEACHER, SC, FOURTH GR 10 MONTH	Wilkinson Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM OVE TEACHER, SC, THIRD GRADE / 10 MONTH
LAWRENZ, LORI FRANCES MCE TEACHER, SC, FIFTH GR 10 MONTH	Montclair Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM DIS TEACHER, SC, SIXTH GRADE / 10 MONTH
LESTER, SHELLEY A OPJ TEACHER, CURRICULUM COACH 10 MONTH	Orange Park Jr High	EFFECTIVE 08/03/2020 / TRANSFER FROM SIP TSA, ST TRNG / 10 MONTH
MERCER, AMANDA MICHELLE CEB TEACHER, SC, FOURTH GR	Charles E. Bennett Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM LES TEACHER, SC, FIFTH GRADE /



**III. Instructional Actions**

**D. TRANSFER**

Name/Assignment	Site	Previous Assignment
10 MONTH MILLER, EMILY MICHELE CGE TEACHER, VE/INCLUSION 10 MONTH	Coppergate Elementary	10 MONTH EFFECTIVE 08/03/2020 / TRANSFER FROM AES TEACHER,SC,KINDERGARTEN / 10 MONTH
MONTORO, BIANCA BLANCHE ELE CURR SPEC 12 MO 12 MONTH	Dept Of Elementary Education	EFFECTIVE 07/01/2020 / TRANSFER FROM MHS TEACHER, READING, SH / 10 MONTH
PARKER, MELISSA JEAN TEACHER, TITLE I, ELEM 10 MONTH	Title 1	EFFECTIVE 08/03/2020 / TRANSFER FROM MBE TEACHER,SC,FIFTH GRADE / 10 MONTH
QUALLS, BOBBY JOE FYA TEACHER, DROPOUT PREV SH 10 MONTH	FL Youth Challenge Academy	EFFECTIVE 07/20/2020 / TRANSFER FROM BLC TEACHER, SOC STUD, SH / 10 MONTH
ROBBINS, MICHELLE MAE CEB TEACHER, VE/INCLUSION 10 MONTH	Charles E. Bennett Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM TBE TEACHER,SC,FIFTH GRADE / 10 MONTH
ROCKWELL, JESSICA L WJH TEACHER, CURRICULUM COACH 10 MONTH	Wilkinson Jr High	EFFECTIVE 08/03/2020 / TRANSFER FROM K12 TEACHER, CURRICULUM COACH / 10 MONTH
SIRMONS, ASHLEY RENEE SLE TEACHER, SC, FIFTH GR 10 MONTH	Shadowlawn Elementary	EFFECTIVE 08/03/2020 / TRANSFER FROM POE TEACHER,SC,SIXTH GRADE / 10 MONTH
SMOAK, ANNE ELIZABETH CVA TEACHER, LANGUAGE ARTS, SH 10 MONTH	Clay Virtual Academy	EFFECTIVE 08/03/2020 / TRANSFER FROM MHS TEACHER, READING / 10 MONTH
STILIANOU, JOHN WILLARD MHS ATHLETIC DIRECTOR 11 MONTH	Middleburg High	EFFECTIVE 07/21/2020 / TRANSFER FROM CHS ATHLETIC DIRECTOR / 11 MONTH

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

<b>Name/Assignment</b>	<b>Site</b>	<b>Effective/Action</b>
YAROS, ANN E SPECIALIST 12 MONTH	Sch Improvement & Prof. Devel.	Effective 2020-07-09 RESIGNATION

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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	ACKERMAN, CHRISTINE DAWN MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	ADAIR, KIMBERLY A SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	ADAMS, HALLY L RHS SWIMMING HD SH SUPPLEME	Ridgeview High School	Appointment
	ADAMS, TERESA ANN SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	ADKISON, KAREY ELIZABETH DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
0.5	AHRENS, AMY E OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
	ALFANO, MEGAN RENEE LAJ BASKETBALL HD JH SUPPLEME	Lake Asbury Junior High School	Appointment
	ALFANO, MEGAN RENEE LAJ NATION JUNIOR HONOR SOC SUPPLEME	Lake Asbury Junior High School	Appointment
	ALLEN, DEBORAH L SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	ALLEN, KRISTA L GPE ELEM PERF/PROD SUPPLEME	Grove Park Elementary	Appointment
0.5	ALLEN, LISA L CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
0.5	ALLISON, TRISHA JEAN OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
	AMATO, AMBER LYN RHS BASKETBALL HD SH SUPPLEME	Ridgeview High School	Appointment
	AMIDON, SARA LAUREN WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	AMMONS, STEPHANIE VIRGINIA WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	ANDERSON, CHARLES R WJH FOOTBALL ASST JH 75% SUPPLEME	Wilkinson Jr High	Appointment
	ANDERSON, JOYCE C MHS NATIONA HONOR SOCIETY SUPPLEME	Middleburg High	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	ANDRADE, MICHELLE C CHE SAFETY PATROL SUPPLEME	Clay Hill Elementary	Appointment
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
0.5	ARMOGAN, CARRIE LORRAINE SPC DEPT HEAD (6-10) SUPPLEME	Swimming Pen Creek Elem	Appointment
	ARNETT, KELLY ANN TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
0.5	ARP, LINDSAY ANNA OHS SENIOR CLASS SPONSOR SUPPLEME	Oakleaf High School	Appointment
	ARTHURS, ALLISON L OPH CHORAL DIRECTOR SH/JH SUPPLEME	Orange Park High	Appointment
	AYERS, JESSICA MARIE AES SAFETY PATROL SUPPLEME	Argyle Elementary	Appointment
	BACHMAYER, ABBY A OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	BACHMAYER, ABBY A OPE DISCRETIONARY SUPPLEME	Orange Park Elementary	Appointment
	BAILEY, DOROTHY V GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	BAKER, SARAH A MHS DISCRETIONARY SUPPLEME	Middleburg High	Appointment
0.5	BAKER, SARAH A MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	BAKER, SUZANNE RENEE FIH CROSS COUNTRY HD SH SUPPLEME	Fleming Island High School	Appointment
	BALDWIN, KRISTI LEIGH OHS FRESHMAN CLASS SPONSOR SUPPLEME	Oakleaf High School	Appointment
	BALLARD, MEGAN ELIZABETH SPC SAFETY PATROL SUPPLEME	Swimming Pen Creek Elem	Appointment
	BARKER, BONNIE LYNN CVA TECH COACH SEC SUPPLEME	Clay Virtual Academy	Appointment
	BARNARD, ROBIN LEE	Fleming Island Elementary	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FIE DEPT HD (3-5) SUPPLEME		
	BARNETT, TARA LYN ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	BARTEL, ANTHONY JAMES GCJ SOCCER HEAD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	BASSETT, JENNIFER HUBBARD TBE ELEM PERF/PROD SUPPLEME	Thunderbolt Elementary	Appointment
	BASSLER, KIMBERLY ANN FIH CHEERLEADING JV SUPPLEME	Fleming Island High School	Appointment
	BEASON, LINDA FAY MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	BEGIN, MARGARET E MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	BEGIN, MARGARET E MHS NATIONAL BETA CLUB SP SUPPLEME	Middleburg High	Appointment
	BEHNKEN, MARIA BECHHOLD CVA CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
	BEHNKEN, MARIA BECHHOLD LAJ ANNUAL STAFF JH SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	BEHNKEN, MARIA BECHHOLD LAJ DEPT HEAD (6-10) SUPPLEME	Lake Asbury Junior High School	Appointment
	BERANIA, BERNARD J OPH ACADEMIC COACH, LOCAL SUPPLEME	Orange Park High	Appointment
	BERANIA, BERNARD J OPH CROSS COUNTRY HD SH SUPPLEME	Orange Park High	Appointment
	BERLINICKE, DAVID WILLIAM KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
0.5	BERLINICKE, DAVID WILLIAM KHH JUNIOR SUPPLEME	Keystone Heights High School	Appointment
	BERRY, JASON PAUL LAJ BASEBALL HEAD JH SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	BERRY, JASON PAUL LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
	BERRY, JASON PAUL LAJ VOLLEYBALL HD JH SUPPLEME	Lake Asbury Junior High School	Appointment
	BICE, HEATHER MOULTON RHS CHORAL DIRECTOR SH/JH SUPPLEME	Ridgeview High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	BICE, HEATHER MOULTON RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
	BIGILIN, GRANT JAMES FIH BASEBALL HEAD SH SUPPLEME	Fleming Island High School	Appointment
	BLACK, JAMES JOHN LAJ FLAG FOOTBALL HD SH/JH SUPPLEME	Lake Asbury Junior High School	Appointment
	BLACKWELL, ASHLEY LAUREN CGE ESE INTERVENTION FAC. SUPPLEME	Coppergate Elementary	Appointment
	BLANK, JULIE LYNNETTE MRE ELEM PERF/PROD SUPPLEME	Mcrae 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
	BLEVINS, EMILY CRAIN POE DISCRETIONARY SUPPLEME	Plantation Oaks Elementary	Appointment
	BODIE, MIRIAM LOUISE RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
	BOGART, MAGEN R LJH CO-CURR CLUB SUPPLEME	Lakeside Junior High	Appointment
	BOHN, LAURA SANDEFER DIS DEPT HEAD (11-16) SUPPLEME	Doctors Inlet Elementary	Appointment
0.5	BONHAM, STEPHANIE ROSEANNE PES DEPT HEAD (11-16) SUPPLEME	Robert M. Paterson Elementary	Appointment
	BORCHERDING, KAREN LOUISE DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
	BOWIE, KIMBERLY ANN OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	BOWLES, CATHARINE REBECCA OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	BOWLES, CATHARINE REBECCA OPH DEPT HEAD (11-16) SUPPLEME	Orange Park High	Appointment
	BOWMAN, MICHAEL DAVID OPH GOLF HD SH SUPPLEME	Bannerman Learning Center	Appointment
	BOYD, COURTNEY LJH CHEERLEADING JH	Lakeside Junior High	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	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
	BOYETTE, HANNAH MARIE OLJ CHEERLEADING JH SUPPLEME	Oakleaf Junior High School	Appointment
0.5	BRADLEY, DAVID OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	BRADY, CHRISTINA MICHELE WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
0.5	BRADY, KATHLEEN MARY OPH JUNIOR CLASS SPONSOR SUPPLEME	Orange Park High	Appointment
0.5	BRAVO, MICHELLE NICOLE SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	BREINDEL-HILL, JULIE ANN CHS JUNIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
	BRIDWELL, KARISA LYN SLE DEPT HEAD (6-10) SUPPLEME	Shadowlawn Elementary	Appointment
	BRIGHT, JORDAN A FIH SWIMMING HD SH SUPPLEME	Fleming Island High School	Appointment
	BRIGHTMAN, DESTINY LASHELLE RHS VOLLEYBALL HD SH SUPPLEME	Clay Virtual Academy	Appointment
0.3	BRISCOE, JODI MICHELLE KHE DEPT HEAD (11-16) SUPPLEME	Keystone Heights Elementary	Appointment
	BRITT, YALONDA EVETTE OLJ CO-CURR CLUB SUPPLEME	Oakleaf Junior High School	Appointment
	BRITT, YALONDA EVETTE OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	BROMMER, SHELBY LAUREN OPE SAFETY PATROL SUPPLEME	Orange Park Elementary	Appointment
	BROWN , ALAN MICHAEL OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	BROWN, ANITA L MCE DEPT HEAD (6-10) SUPPLEME	Montclair Elementary	Appointment
	BROWN, DARIN PATRICK TES DEPT HEAD (6-10)	Tynes Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	BROWN, KYLE OLIVER MHS CROSS COUNTRY HD SH SUPPLEME	Middleburg High	Appointment
	BROWN, KYLE OLIVER MHS SOCCER HEAD JV SUPPLEME	Middleburg High	Appointment
	BROWN, LESLIE KAY MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
0.5	BROWN, MARTIN P RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
	BROWN, MARY JANE MRE ESE INTERVENTION FAC. SUPPLEME	Mcrae Elementary	Appointment
0.3	BRUEY, JULIE W KHE DEPT HEAD (11-16) SUPPLEME	Keystone Heights Elementary	Appointment
	BRUNDIGE, SARAH ELIZABETH RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
	BRUNDLE, NICOLE RENEE ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	BRUNDLE, NICOLE RENEE ROE DISCRETIONARY SUPPLEME	Rideout Elementary	Appointment
	BRYAN, JANICE C TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
0.5	BUCHANAN, EMILY HALE KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
0.5	BUCKLIN, SARA SOTOLONGO OLJ DEPT HEAD (11-16) SUPPLEME	Oakleaf Junior High School	Appointment
0.5	BUMBUT, MARIANA RODICA BLC DEPT HEAD (11-16) SUPPLEME	Bannerman Learning Center	Appointment
0.5	BUMPERS, SHERRY L LJH DISCRETIONARY SUPPLEME	Lakeside Junior High	Appointment
0.5	BUONOPANE, KAREN MICHELLE RHS JUNIOR CLASS SPONSOR SUPPLEME	Ridgeview High School	Appointment
	BURGESS, AMY K FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	BURGHART, JEROD KEITH MHS BASEBALL ASST SH SUPPLEME	Middleburg High	Appointment
	BURGHART, JOEL KEITH MHS BASEBALL JV HD SH SUPPLEME	Middleburg High	Appointment



### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	BURGHART, JOSHUA KYLE MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	BURGHART, LINDSAY ANN MHS BASKETBALL ASST SH SUPPLEME	Middleburg High	Appointment
	BURGHART, LINDSAY ANN MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	BURKE, ERIC W OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	BURLEY, JEANETTE MARIE OLJ ACADEMIC COACH, LOCAL SUPPLEME	Oakleaf Junior High School	Appointment
	BURSED, ALAN PHILLIP MHS FOOTBALL ASST HS 25% SUPPLEME	Middleburg High	Appointment
	BURSED, ALAN PHILLIP MHS FOOTBALL ASST SH 75% SUPPLEME	Middleburg High	Appointment
0.5	BURRELL, TARA LYNN ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
0.5	BURT, JERRY RICHARD MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	BURT, JERRY RICHARD MHS SOCCER HEAD SH SUPPLEME	Middleburg High	Appointment
	BURT, JERRY RICHARD MHS TENNIS HD SH SUPPLEME	Middleburg High	Appointment
0.5	BYERS, ALLISON RALEY AES ESE INTERVENTION FAC. SUPPLEME	Argyle Elementary	Appointment
	BYRD, KAITLYNN MARIE LAE ELEM PERF/PROD SUPPLEME	Lake Asbury Elementary	Appointment
	BYRD, PRINCE D CHS CHORAL DIRECTOR SH/JH SUPPLEME	Clay High	Appointment
	CABALLERO, KYLE R GPE DISCRETIONARY SUPPLEME	Grove Park Elementary	Appointment
	CALLOWAY-MCCRAY, DEIDRE LYNNET AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	CAMBRON, CHRISTOPHER TODD ROE SAFETY PATROL SUPPLEME	Rideout Elementary	Appointment
	CAMPBELL, JESSICA MARIE SBJ DEPT HD (3-5) SUPPLEME	Lake Asbury Elementary	Resignation

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	CAMPBELL, ROBIN MARIE WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
0.5	CANNARELLA, CINNAMON LEIGH RHS DEPT HEAD 17-20 SUPPLEME	Ridgeview High School	Appointment
	CAPPER, PAYTON B KHH CROSS COUNTRY HD SH SUPPLEME	Keystone Heights High School	Appointment
	CAPPER, PAYTON B KHH TENNIS HD SH SUPPLEME	Keystone Heights High School	Appointment
	CAPPROTTI, RACHAEL MARIE DOE DEPT HD (3-5) SUPPLEME	Discovery Oaks Elementary	Appointment
	CARAWAY, TELISSA ANN LAJ MATH TEAM SPONSOR SUPPLEME	Lake Asbury Junior High School	Appointment
	CARMICHAEL, DENISE RENEE CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
	CARNES, SHERMAN B KHH SOPHMORE CLASS SPON SUPPLEME	Keystone Heights High School	Appointment
0.5	CARROLL, KELLY REBECCA LAE DEPT HD (3-5) SUPPLEME	Lake Asbury Elementary	Appointment
	CARROLL, LINDSEY REBECCA WES DISCRETIONARY SUPPLEME	Wilkinson Elementary	Appointment
	CARROLL, VICTORIA MAE CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
0.5	CARSON, CAROL JOYCE KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
0.5	CARSON, GLORIA JEAN CVA CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
0.5	CARSON, GLORIA JEAN MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	CARSON, MICHAEL TIMOTH CVA CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
0.5	CARTER, JESSICA DYKES KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	CARTER, JESSICA DYKES KHH BASKETBALL HD SH SUPPLEME	Keystone Heights Elementary	Appointment
	CASSADA, RENEE C CGE DEPT HEAD (11-16) SUPPLEME	Coppergate Elementary	Appointment
	CASTILLO, SHANNAN MARIE	Mcrae Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	MRE DEPT HD (3-5) SUPPLEME		
	CESSNA, KRISTI VOCTORIA RHS VOLLEYBALL HD JV SUPPLEME	Ridgeview High School	Appointment
0.5	CHAMPAGNE, TIMOTHY JAMES RHS SOPHMORE CLASS SPON SUPPLEME	Ridgeview 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, ASHLEY CHRISTINE DOE DEPT HD (3-5) SUPPLEME	Discovery Oaks Elementary	Appointment
0.5	CHEATWOOD, CYNTHIA KEECH OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	CHEATWOOD, CYNTHIA KEECH OPJ DISCRETIONARY SUPPLEME	Orange Park Jr High	Appointment
	CHEATWOOD, CYNTHIA KEECH OPJ NATION JUNIOR HONOR SOC SUPPLEME	Orange Park Jr High	Appointment
	CHEESEMAN, JULIA MARIE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	CHEFER, MIRIAM SARAH SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	CHIOSSONE, CHRISTINA MARIE GCJ DEPT HD (3-5) SUPPLEME	Green Cove Springs Junior High	Appointment
	CHIOSSONE, CHRISTINA MARIE GCJ SCI FAIR COOR LOCAL SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	CLARK, TREVOR M RHS DEPT HEAD (11-16) SUPPLEME	Ridgeview High School	Appointment
	CLARK, TREVOR M RHS SOCCER HEAD SH SUPPLEME	Ridgeview High School	Appointment
	CLINE, KAITLYN ANN KHH VOLLEYBALL HD SH SUPPLEME	Keystone Heights High School	Appointment
	CLOUD, BRUCE ALLEN FIH GOLF HD SH SUPPLEME	Fleming Island High School	Appointment
0.5	CLOUD, KRISTI J TBE DEPT HEAD (6-10)	Thunderbolt Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	COBBERT, PAUL JAMES FIH WRESTLING HD SH SUPPLEME	Fleming Island High School	Appointment
	COBLEIGH, KAREN A LAE DEPT HEAD (6-10) SUPPLEME	Lake Asbury Elementary	Appointment
	COCHUYT, CAROL JEAN CVA DEPT HEAD (6-10) SUPPLEME	Clay Virtual Academy	Appointment
	COKER, JUSTIN HAYWARD KHH BAND DIR JH SUPPLEME	Keystone Heights High School	Appointment
	COKER, JUSTIN HAYWARD KHH BAND DIR SH SUPPLEME	Keystone Heights High School	Appointment
	COKER, JUSTIN HAYWARD KHH BAND END OF YEAR 2 FEST SUPPLEME	Keystone Heights High School	Appointment
	COKER, JUSTIN HAYWARD KHH DRILL SPONSOR SH SUPPLEME	Keystone Heights High School	Appointment
	COLE, ALLEN WARD CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
	COLE, MICHELE L OLJ CHORAL DIRECTOR SH/JH SUPPLEME	Oakleaf Junior High School	Appointment
	COLE, MICHELE L OLJ CHORUS DIR EOY 2 EVENTS SUPPLEME	Oakleaf Junior High School	Appointment
	COLLIER, THOMAS MICHAEL FIH SOCCER HEAD JV SUPPLEME	Fleming Island High School	Appointment
	COLON, ARNALDO J RHS BAND DIR SH SUPPLEME	Ridgeview High School	Appointment
	COLON, ARNALDO J RHS DRILL SPONSOR SH SUPPLEME	Ridgeview High School	Appointment
0.5	COLON, ERIN LEIGH DOE ESE INTERVENTION FAC. SUPPLEME	Discovery Oaks Elementary	Appointment
	CONKLING, SCOTT DAVID OPH VOLLEYBALL ASST SH SUPPLEME	Orange Park High	Appointment
	CONLEY, ANGELA RUTH WEC SAFETY PATROL SUPPLEME	W.E. Cherry Elementary	Appointment
	CONLEY, JOHN C OPH BASKETBALL ASST SH SUPPLEME	Orange Park High	Appointment
	CONNELLY, AMANDA MARIE LAJ DISCRETIONARY	Lake Asbury Junior High School	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	CONNELLY, AMANDA MARIE LAJ SOCCER HEAD JH SUPPLEME	Lake Asbury Junior High School	Appointment
	CONNER, COURTNEY DENISE SLE SAFETY PATROL SUPPLEME	Shadowlawn Elementary	Appointment
0.5	CONRAD, MARLENA KAYE KHE SAFETY PATROL SUPPLEME	Keystone Heights Elementary	Appointment
0.5	CONROY, SEAN PATRICK OHS DEPT HEAD 17-20 SUPPLEME	Oakleaf High School	Appointment
	CONROY, SEAN PATRICK OHS WRESTLING ASST SH SUPPLEME	Oakleaf High School	Appointment
	CONROY, TRACI HELEN CGE SAFETY PATROL SUPPLEME	Coppergate Elementary	Appointment
	CONSIDINE, FRANCIS ROBERT OHS DRAMA SH SUPPLEME	Oakleaf High School	Appointment
0.5	COOK, KIMBERLY M LAE DEPT HEAD (6-10) SUPPLEME	Lake Asbury Elementary	Appointment
	CORBITT, MARY JO AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	CORBY, LYNN ANN LAE DEPT HD (3-5) SUPPLEME	Lake Asbury Elementary	Appointment
	COURSEY, ALMA SEVILLA PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	COURSEY, TRACI BROADWAY MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
0.5	COURTNEY, ERICA JANE MBE ESE INTERVENTION FAC. SUPPLEME	Middleburg Elementary	Appointment
0.5	COX, MATTHEW L RHS DEPT HEAD 17-20 SUPPLEME	Ridgeview High School	Appointment
	COX, REESHA C OPH DANCE TEAM SH SUPPLEME	Orange Park High	Appointment
0.5	CRESWELL, JENNIFER ANN PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	CREWS, REBECCA LADAWN OHS JUNIOR CLASS SPONSOR SUPPLEME	Oakleaf High School	Appointment
	CROSBY, CASSIE LYN TES ELEM PERF/PROD SUPPLEME	Tynes Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	CROSBY, JAMES MICHAEL OPH DEPT HEAD (11-16) SUPPLEME	Orange Park High	Appointment
	CUDA, KATHERINE ELIZABETH MCE ELEM PERF/PROD SUPPLEME	Montclair Elementary	Appointment
	CUDA, KATHERINE ELIZABETH MCE SAFETY PATROL SUPPLEME	Montclair Elementary	Appointment
	CUMBO, WAYNE ADDISON KHH BASEBALL HEAD JH SUPPLEME	Keystone Heights High School	Appointment
0.3	CUNNINGHAM, KELLY MARIE KHE DEPT HEAD (11-16) SUPPLEME	Keystone Heights Elementary	Appointment
	DALY, SHARON ANN CVA CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
0.5	DAMPIER, ANNA REBECCA KHE ESE INTERVENTION FAC. SUPPLEME	Keystone Heights Elementary	Appointment
	DANIELS, JUSTIN LEE OPH DEPT HEAD (6-10) SUPPLEME	Orange Park High	Appointment
	DANIELS, JUSTIN LEE OPH SENIOR CLASS SPONSOR SUPPLEME	Orange Park High	Appointment
	DANIELS, JUSTIN LEE OPH TENNIS HD SH SUPPLEME	Orange Park High	Appointment
	DANIELS, JUSTIN LEE OPH WRESTLING HD SH SUPPLEME	Orange Park High	Appointment
	DAVIS, DONALD A LJH SOFTBALL FP HD JH SUPPLEME	Lakeside Junior High	Appointment
	DAVIS, LORI ANN CHS ANNUAL STAFF SH SUPPLEME	Clay High	Appointment
0.3	DAVIS, LORI ANN CHS CHEERLEADING JV SUPPLEME	Clay High	Appointment
0.3	DAVIS, LORI ANN CHS CHEERLEADING VARSITY SUPPLEME	Clay High	Appointment
	DAVIS, LORI ANN CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
0.5	DAVIS, LORI ANN CHS DANCE TEAM SH SUPPLEME	Clay High	Appointment
	DEANGELO, DUSTIN D OHS TENNIS HD SH SUPPLEME	Oakleaf High School	Appointment
	DEANGELO, LIDIA ELENA LES DISCRETIONARY	Lakeside Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	DEATON, CHERRY A MHS ESE INTERVENTION FAC. SUPPLEME	Middleburg High	Appointment
0.5	DECK, JULIE LYNN CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
	DEMARCO, MARY ELLEN CVA CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	DEROUSIE, BETHANY LOIS RHS SCI FAIR COOR LOCAL SUPPLEME	Ridgeview High School	Appointment
	DETERS, DOUGLAS VANCE GCJ BASKETBALL HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	DETERS, DOUGLAS VANCE GCJ FLAG FOOTBALL HD SH/JH SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	DIAMOND, ANGELA CATHERINE DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
0.5	DIAMOND, KELLY FRANCES MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	DIBBLE, IAN C WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
0.5	DICKEY, SHERI LYNN RHS DEPT HEAD (11-16) SUPPLEME	Ridgeview High School	Appointment
	DICKEY, SHERI LYNN RHS SENIOR CLASS SPONSOR SUPPLEME	Ridgeview High School	Appointment
	DICKINSON, CHARLES TODD KHH FOOTBALL HD HS 25% SUPPLEME	Keystone Heights High School	Appointment
	DICKINSON, CHARLES TODD KHH FOOTBALL HD SH 75% SUPPLEME	Keystone Heights High School	Appointment
	DICKINSON, CHARLES TODD KHH WEIGHTLIFTING HD JH SUPPLEME	Keystone Heights High School	Appointment
	DICKINSON, LYNN MARIE CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
0.5	DICKINSON, LYNN MARIE CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	DICKS, TERRI ANNE LAE DEPT HEAD (6-10) SUPPLEME	Lake Asbury Elementary	Appointment
	DOANE, LANA D FIE DEPT HEAD (6-10) SUPPLEME	Fleming Island Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	DOMINEY, LORENA ORTIGUERRA DOE TECH COACH ELEM SUPPLEME	Discovery Oaks Elementary	Appointment
	DOOLEY, SARAH E LJH SOCCER HEAD JH SUPPLEME	Lakeside Junior High	Appointment
	DOTSON, ANGELA KAY LES DEPT HEAD (6-10) SUPPLEME	Lakeside Elementary	Appointment
	DOTY, ROBIN ELISABETH OPE TECH COACH ELEM 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
0.5	DOUKMAK, MELISSA CHASE RVE TECH COACH ELEM SUPPLEME	Ridgeview Elementary	Appointment
	DOWNES, CHRISTOPHER OLIVER KHH ACADEMIC COACH, LOCAL SUPPLEME	Keystone Heights High School	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
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
	DUFFORD, BRENDA LEE DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
	DURIG, CARRIE K OPH ESE INTERVENTION FAC. SUPPLEME	Orange Park High	Appointment
	DUSINBERRE, RICHARD CHARLES MHS WRESTLING HD SH SUPPLEME	Middleburg High	Appointment
	DUVALL, CHERYL ANNE WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	DUVALL, CHERYL ANNE	Wilkinson Jr High	Appointment



**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	WJH MATH TEAM SPONSOR SUPPLEME		
	DYAL, CARLEY LAYNE KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment
	EATON, DAKOTA EUGENE WJH FOOTBALL HD JH 75% SUPPLEME	Wilkinson Jr High	Appointment
0.5	EATON, PAMELA A LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
	EATON, SAMANTHA JO WJH ACTIVITY PROG CO JH SUPPLEME	Wilkinson Jr High	Appointment
	EATON, SAMANTHA JO WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	EATON, SAMANTHA JO WJH VOLLEYBALL HD JH SUPPLEME	Wilkinson Jr High	Appointment
0.5	EGNEW, LISA TIDWELL LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
	EJMALI, SAEID RHS WRESTLING ASST SH SUPPLEME	Ridgeview High School	Appointment
	ELKINS, MINDY MICHELLE KHH BASKETBALL HD JH SUPPLEME	Keystone Heights Elementary	Appointment
	ELMORE, KEVIN BIELTIA OPJ FOOTBALL HD JH 25% SUPPLEME	Orange Park Jr High	Appointment
	ELMORE, KEVIN BIELTIA OPJ FOOTBALL HD JH 75% SUPPLEME	Orange Park Jr High	Appointment
	ELMORE, KEVIN BIELTIA OPJ TRACK HD JH SUPPLEME	Orange Park Jr High	Appointment
	ELROD, MARY MCBATH OVE DISCRETIONARY SUPPLEME	Oakleaf Village Elementary	Appointment
	EMLANO, NOEMIE IBAY AES ELEM PERF/PROD SUPPLEME	Argyle Elementary	Appointment
	ENGLISH, MELISSA CHRISTINE LAE DEPT HEAD (6-10) SUPPLEME	Lake Asbury Elementary	Appointment
	ERVIN, MEGAN BLAKELY FIE ESE INTERVENTION FAC. SUPPLEME	Fleming Island Elementary	Appointment
	ERWIN, DENISE ROY ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	ESTEVEZ, AMANDA M OPH FRESHMAN CLASS SPONSOR	Orange Park High	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	EVANS, LISA J MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	EVATT, LORRAINE PHILLIPS WES SAFETY PATROL SUPPLEME	Wilkinson Elementary	Appointment
	FARBER, JOCELYN FAITH DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
0.5	FEDOROWICH, LORI G TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	FEHRS, AMY LYNNE CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
0.5	FERGUSON, KATHY J TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	FERRANTE, KELLY SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	FERRANTE, KELLY SPC TECH COACH ELEM SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	FIELDS, KYLE DOUGLAS OHS FOOTBALL ASST HS 25% SUPPLEME	Oakleaf High School	Appointment
0.5	FIELDS, KYLE DOUGLAS OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
	FILLINGANE, ELIZABETH DULCIE MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
0.5	FINN, LINDA LEE SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	FISCHER, MICHELLE N FIH VOLLEYBALL ASST SH SUPPLEME	Fleming Island High School	Appointment
0.5	FISH, DEBORAH DENISE OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	FITZSIMMONS, MARY R MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	FLACK, DORREEN D WES ESE INTERVENTION FAC. SUPPLEME	Wilkinson Elementary	Appointment
	FLAGG, PAMELA REGINA BLC DEPT HEAD (11-16) SUPPLEME	Bannerman Learning Center	Appointment
	FLAGG, PAMELA REGINA BLC ESE INTERVENTION FAC. SUPPLEME	Bannerman Learning Center	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FLOYD, VICKIE C MHS TRACK HD SH SUPPLEME	Middleburg High	Appointment
	FORBIS, ALLYSON LANG DIS DISCRETIONARY SUPPLEME	Doctors Inlet Elementary	Appointment
	FORD-HUDSON, SUSAN DIANE SBJ TECH COACH ELEM SUPPLEME	S. Bryan Jennings Elementary	Appointment
	FORKUM, MEREDITH ADRIENNE LJH VOLLEYBALL HD JH SUPPLEME	Middleburg High	Appointment
0.5	FOWLER, JEFFREY ROBERT WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	FRANCIS, JOHN DANIEL CHS SOFTBALL FP ASST SH SUPPLEME	Clay High	Appointment
0.5	FRANCISCO, MARCUS D RHS CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
	FRANKLIN, MACHELE DEVON OLJ BASKETBALL HD JH SUPPLEME	Oakleaf Junior High School	Appointment
	FRANKLIN, MACHELE DEVON OLJ FLAG FOOTBALL HD SH/JH SUPPLEME	Oakleaf Junior High School	Appointment
	FRANKLIN, MACHELE DEVON OLJ TRACK ASST JH SUPPLEME	Oakleaf Junior High School	Appointment
	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
	FRY, PAUL G KHH TRACK ASST SH SUPPLEME	Keystone Heights High School	Appointment
	FUTCH, KAREN ANN ESE DEPT HEAD 11-16 SUPPLEME	Fleming Island Elementary	Appointment
	GANN, WILLIAM RALPH LAJ ACADEMIC COACH, LOCAL SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	GANN, WILLIAM RALPH LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	GARDNER, BRADLEY ALAN ROE TECH COACH ELEM SUPPLEME	Rideout Elementary	Appointment
	GARIS, FRANCIS JOSEPH OHS FOOTBALL HD HS 25% SUPPLEME	Oakleaf High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	GARIS, FRANCIS JOSEPH OHS FOOTBALL HD SH 75% SUPPLEME	Oakleaf High School	Appointment
	GAYLOR, REBEKAH JULIE LES ELEM PERF/PROD SUPPLEME	Lakeside Elementary	Appointment
	GEIGER, KRISTEN JANE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
0.5	GELEGAN, AMANDA MARIE SPC DEPT HEAD (6-10) SUPPLEME	Swimming Pen Creek Elem	Appointment
	GEORGE, AMANDA DAWN OPH SCI FAIR COOR LOCAL SUPPLEME	Orange Park High	Appointment
	GERRA, RENESSA L WEC DEPT HEAD (6-10) SUPPLEME	W.E. Cherry Elementary	Appointment
	GILLENWATERS, TODD M KHH GOLF HD SH SUPPLEME	Keystone Heights High School	Appointment
	GILLENWATERS, TODD M KHH TENNIS HD SH SUPPLEME	Keystone Heights High School	Appointment
	GILLENWATERS, TODD M KHH WEIGHTLIFTING HD JH SUPPLEME	Keystone Heights High School	Appointment
0.5	GILLIS, DEVAN DANIELLE GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	GIRGIS, ROBERT FRED RHS BASEBALL JV HD SH SUPPLEME	Ridgeview 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 ESE INTERVENTION FAC. SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	GLOD, ROBERT P LAJ DEPT HEAD (6-10) SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	GLOVER, ASHLEY ROSE SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	GLOVER, KAREN MARIE OPH ANNUAL STAFF SH SUPPLEME	Orange Park High	Appointment
	GLOVER, KAREN MARIE OPH DEPT HEAD (11-16) SUPPLEME	Orange Park High	Appointment
	GODDARD, CHRISTOPHER DANIEL	Orange Park Jr High	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	OPJ ACTIVITY PROG CO JH SUPPLEME		
	GODWIN, JENNIFER JOYCE GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
0.5	GODWIN, KELLY JOYCE CGE ELEM PERF/PROD SUPPLEME	Coppergate Elementary	Appointment
	GODWIN, KELLY JOYCE CGE TECH COACH ELEM SUPPLEME	Coppergate Elementary	Appointment
	GOLDEN, DAVID KHH CHORAL DIRECTOR SH/JH SUPPLEME	Keystone Heights High School	Appointment
	GONZALEZ, CARLOS J ORTIZ RHS STUDENT COUNCIL SH SUPPLEME	Ridgeview High School	Appointment
	GONZALEZ, RUBEN A OLJ BASEBALL HEAD JH SUPPLEME	Oakleaf Junior High School	Appointment
0.5	GOODING, TERRI LYNN MBE ESE INTERVENTION FAC. SUPPLEME	Middleburg Elementary	Appointment
	GOODMAN, KAITLYN DENNETTE OPJ FLAG FOOTBALL HD SH/JH SUPPLEME	Orange Park Jr High	Appointment
	GOODMAN, KAITLYN DENNETTE OPJ SOCCER HEAD JH SUPPLEME	Orange Park Jr High	Appointment
	GOODMAN, KAITLYN DENNETTE OPJ TRACK ASST JH SUPPLEME	Orange Park Jr High	Appointment
	GOOLSBY, APRIL DENISE MRE SAFETY PATROL SUPPLEME	Mcrae Elementary	Appointment
	GORDON, JASMINE MARIE OPJ DRAMA JH SUPPLEME	Orange Park Jr High	Appointment
	GORDON, KEISHA SIERRA CVA DEPT HEAD (6-10) SUPPLEME	Clay Virtual Academy	Appointment
0.5	GOULD, EVAN J K12 MUSIC FESTIVAL COOR SUPPLEME	Lake Asbury Junior High School	Appointment
	GOULD, EVAN J LAJ CHORAL DIRECTOR SH/JH SUPPLEME	Lake Asbury Junior High School	Appointment
	GOULD, EVAN J LAJ CHORUS DIR EOY 2 EVENTS SUPPLEME	Lake Asbury Junior High School	Appointment
	GOULD, EVAN J LAJ DRAMA JH	Lake Asbury Junior High School	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	GRANESE, ROBERT MICHAEL OPJ SOCCER HEAD JH SUPPLEME	Orange Park Jr High	Appointment
	GRANESE, ROBERT MICHAEL OPJ TRACK ASST JH SUPPLEME	Orange Park Jr High	Appointment
	GRANT, CHERYL GWENA POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
	GRAY, CATHERINE G WJH CHEERLEADING JH SUPPLEME	Wilkinson Jr High	Appointment
	GREEN, COURTNEY MICHELLE GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
0.5	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 GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	GRINER JR, BRUCE ALLEN CHS BASKETBALL ASST SH SUPPLEME	Clay High	Appointment
	GROGAN, JAMIE A MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	GROOVER, SUZANNE M CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	GRYBB, MEGHAN EILEEN LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
2.0	GRYBB, PAUL A RHS CROSS COUNTRY HD SH SUPPLEME	Ridgeview High School	Appointment
	GUGEL, CHRISTOPHER MICHAEL OHS BAND DIR SH SUPPLEME	Oakleaf High School	Appointment
0.5	GULDI, MALLORY MEREDITH CVA CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
0.5	GULDI, MALLORY MEREDITH MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	GULDI, MALLORY MEREDITH MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	GUNSAULUS JR, WILLIAM CALVIN LJH BASEBALL ASST JH	Lakeside Junior High	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	HAIR, GLENN P OPJ DEPT HD (3-5) SUPPLEME	Orange Park Jr High	Appointment
	HALE, PHYLLIS GENE FIE DISCRETIONARY SUPPLEME	Fleming Island Elementary	Appointment
	HALL, JONATHAN E CVA DEPT HD (3-5) SUPPLEME	Clay Virtual Academy	Appointment
	HALL, KATHERYN LEE WJH SOFTBALL FP HD JH SUPPLEME	Wilkinson Jr High	Appointment
	HALL, STEPHANIE SUE CVA DEPT HEAD (6-10) SUPPLEME	Clay Virtual Academy	Appointment
0.5	HAMEL, TAMMY L LAJ DEPT HEAD (6-10) SUPPLEME	Lake Asbury Junior High School	Appointment
	HAMEL, TIMOTHY A LAJ ACTIVITY PROG CO JH SUPPLEME	Lake Asbury Junior High School	Appointment
	HAMEL, TIMOTHY A LAJ FOOTBALL HD JH 25% SUPPLEME	Lake Asbury Junior High School	Appointment
	HAMEL, TIMOTHY A LAJ FOOTBALL HD JH 75% SUPPLEME	Lake Asbury Junior High School	Appointment
	HAMEL, TIMOTHY A LAJ SOCCER HEAD JH SUPPLEME	Lake Asbury Junior High School	Appointment
	HAMMONDS, SUSAN B OLJ ANNUAL STAFF JH SUPPLEME	Oakleaf Junior High School	Appointment
0.5	HANCOCK, TARA LEIGH PES DEPT HEAD (11-16) SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	HANSEN, MELISSA ANN DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
0.5	HARRINGTON, DAMEKA A OLJ DEPT HEAD (11-16) SUPPLEME	Oakleaf Junior High School	Appointment
	HARRIS, CHRISTOPHER CHARLES OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
0.5	HARRIS, DANIAL J CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	HARRISON, GREGORY ROBERT MHS FOOTBALL ASST HS 25% SUPPLEME	Fleming Island High School	Appointment
	HARRISON, GREGORY ROBERT MHS FOOTBALL ASST SH 75% SUPPLEME	Fleming Island High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	HARTMAN, RONALD LARRY KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
	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
	HARVEY, BRADLEY SCOTT KHH BASKETBALL ASST SH SUPPLEME	Keystone Heights High School	Appointment
	HARVEY, BRADLEY SCOTT KHH FLAG FOOTBALL HD SH/JH SUPPLEME	Keystone Heights High School	Appointment
	HARVEY, BRADLEY SCOTT KHH FOOTBALL ASST JH 25% SUPPLEME	Keystone Heights High School	Appointment
	HARVEY, BRADLEY SCOTT KHH FOOTBALL ASST JH 75% SUPPLEME	Keystone Heights High School	Appointment
0.5	HARVEY, DIANE P OHS DEPT HEAD 21+ SUPPLEME	Oakleaf High School	Appointment
	HATFIELD, LORI SNODGRASS OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	HAVENER, BRIA NOEL CHS DEPT HD (3-5) SUPPLEME	Clay High	Appointment
	HAWKINS, COREY D RHS FOOTBALL ASST HS 25% SUPPLEME	Orange Park High	Appointment
	HAWKINS, COREY D RHS FOOTBALL ASST SH 75% SUPPLEME	Orange Park High	Appointment
	HAWKINS, KAREN MARIE ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
0.5	HAYES, CAITLYN E OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	HAYES, CAITLYN E OPJ VOLLEYBALL HD JH SUPPLEME	Orange Park Jr High	Appointment
	HENDERSON, JAMES W OHS CROSS COUNTRY HD SH SUPPLEME	Oakleaf High School	Appointment
0.5	HENDERSON, JAMES W OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
	HENDRICKS, LINDSAY M TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
0.5	HENDRICKS, MELISSA RENEE CTE CO-CURR CLUB	Middleburg High	Appointment



### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	HENLEY, ALAYNE MARIE LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
	HENRY, CASEY ELIZABETH SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	HERNANDEZ, ARLENE MARIE TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	HERNANDEZ, ARLENE MARIE TBE SAFETY PATROL SUPPLEME	Thunderbolt Elementary	Appointment
	HICKS, ASHLEY LYNN DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks 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
0.5	HINCK, CYNTHIA LYNN DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
0.5	HISCOX, JULIE ANN LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	HIX, DONNA THORNTON KHH ESE INTERVENTION FAC. SUPPLEME	Keystone Heights High School	Appointment
0.5	HOBBS, JORDAN PAIGE MHS SOPHMORE CLASS SPON SUPPLEME	Middleburg High	Appointment
0.5	HODGDEN, JEANNE M TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
0.5	HOGMIRE, JOSHUA JAMES OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	HOILMAN, ELIZABETH BROOKE RHS CHEERLEADING JV SUPPLEME	Ridgeview High School	Appointment
	HOLCOMBE, COURTNEY GRAYCE SPC DISCRETIONARY SUPPLEME	Swimming Pen Creek Elem	Appointment
	HOLCOMBE, COURTNEY GRAYCE SPC ELEM PERF/PROD	Swimming Pen Creek Elem	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.5	HOLLINGER, LORRAINE PARETTI PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	HOLMGREN, RACHEL ANN LJH ANNUAL STAFF JH SUPPLEME	Lakeside Junior High	Appointment
0.3	HOLMGREN, RACHEL ANN LJH NAT HON SOC SH SUPPLEME	Lakeside Junior High	Appointment
	HOLTON, LYNETTE R CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	HOUSTON, ASHLEY NICOLE MHS SOFTBALL FP HD SH SUPPLEME	Middleburg High	Appointment
	HOUSTON, TWILA J SLE TECH COACH ELEM SUPPLEME	Shadowlawn Elementary	Appointment
	HOWARD, BO BRIAN OHS FOOTBALL HD JV 25% SUPPLEME	Oakleaf High School	Appointment
	HOWARD, BO BRIAN OHS FOOTBALL HD JV 75% SUPPLEME	Oakleaf High School	Appointment
	HOWELL, JAMES LOUIS CVA CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	HOWELL, JAMES LOUIS OPH DEPT HD (3-5) SUPPLEME	Orange Park High	Appointment
0.5	HOWINGTON, ELBA MARGARITA LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	HOWINGTON, ELBA MARGARITA LJH MATH TEAM SPONSOR SUPPLEME	Lakeside Junior High	Appointment
	HRADIL, TIFFANY LEE ELE MATH FIELD DAY COOR SUPPLEME	Dept Of Elementary Education	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
	HULETT, FREDRICK J OHS SOCCER HEAD SH SUPPLEME	Oakleaf High School	Appointment
	HULL, TONYA A CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	HULL, TONYA A	Clay High	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
CHS ESE INTERVENTION FAC. SUPPLEME		
HURLOCK, LISA MARIE MHS CHEERLEADING JV SUPPLEME	Oakleaf Village Elementary	Appointment
HURLOCK, LISA MARIE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	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
JACKSON, CARL LLOYD RHS TRACK ASST SH SUPPLEME	Ridgeview High School	Appointment
JACKSON, MEAGAN R RHS BASKETBALL ASST SH SUPPLEME	Ridgeview High School	Appointment
JACKSON, SALLY ANN KHH ANNUAL STAFF SH SUPPLEME	Keystone Heights High School	Appointment
JACKSON, SALLY ANN KHH DRAMA SH SUPPLEME	Keystone Heights High School	Appointment
JACKSON, SALLY ANN KHH SENIOR CLASS SPONSOR SUPPLEME	Keystone Heights High School	Appointment
JACKSON, TERESA G CVA CO-CURR CLUB SUPPLEME	Clay High	Appointment
JACQMEIN, BENJAMIN F CHS BASKETBALL HD SH SUPPLEME	Clay High	Appointment
JACQMEIN, BENJAMIN F CHS FOOTBALL ASST HS 25% SUPPLEME	Clay High	Appointment
JACQMEIN, BENJAMIN F CHS FOOTBALL ASST SH 75% SUPPLEME	Clay High	Appointment
JACQMEIN, BENJAMIN F CHS TRACK HD SH SUPPLEME	Clay High	Appointment
JASONEK III, EDWARD J OLJ BASKETBALL HD JH SUPPLEME	Oakleaf Junior High School	Appointment
JASONEK III, EDWARD J OLJ FOOTBALL ASST JH 25% SUPPLEME	Oakleaf Junior High School	Appointment
JASONEK III, EDWARD J OLJ FOOTBALL ASST JH 75% SUPPLEME	Oakleaf Junior High School	Appointment
JASONEK JR, EDWARD JOHN OLJ FOOTBALL ASST JH 25% SUPPLEME	Oakleaf Junior High School	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	JASONEK JR, EDWARD JOHN OLJ FOOTBALL ASST JH 75% SUPPLEME	Oakleaf Junior High School	Appointment
	JEFFERSON, JUSTINA ERICA GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	JEFFREY, TAMMY KAY OHS SCI FAIR COOR LOCAL SUPPLEME	Oakleaf High School	Appointment
	JERNIGAN, KELLY L LES ESE INTERVENTION FAC. SUPPLEME	Lakeside Elementary	Appointment
	JEWELL, JESSICA LAINE LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
	JIMENEZ-SANTIAGO, SAUL OHS BASEBALL JV HD SH SUPPLEME	Lakeside Junior High	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
	JOHNS, TABBATHA JAN RHS FRESHMAN CLASS SPONSOR SUPPLEME	Ridgeview High School	Appointment
0.5	JOHNSON, AMY A CEB ESE INTERVENTION FAC. SUPPLEME	Charles E. Bennett Elementary	Appointment
0.5	JOHNSON, JACKI JEWELL OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
0.5	JOHNSON, JEANENE PATRICE OLJ NATION JUNIOR HONOR SOC SUPPLEME	Oakleaf Junior High School	Appointment
	JOHNSON, SUSAN ANDRA OPH SWIMMING HD SH SUPPLEME	Orange Park High	Appointment
	JOHNSON, TABITHA J OPJ DEPT HEAD (11-16) SUPPLEME	Orange Park Jr High	Appointment
0.5	JOHNSON, VICTORIA LYNN ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	JOHNSTON, HEATHER WELL MCE TECH COACH ELEM SUPPLEME	Montclair Elementary	Appointment
	JONES, AMANDA GAYLE LAJ BAND DIR JH SUPPLEME	Lake Asbury Junior High School	Appointment
	JONES, AMANDA GAYLE LAJ BAND END OF YEAR 2 FEST	Lake Asbury Junior High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	JONES, ASHLEY NICOLE CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
0.5	JONES, JENNIFER BRINKLEY KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	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
0.5	JONES, SELINA CAROL KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	JORDAN, JEFFREY FRANK LJH FOOTBALL ASST JH 25% SUPPLEME	Lakeside Junior High	Appointment
	JORDAN, JEFFREY FRANK LJH FOOTBALL ASST JH 75% SUPPLEME	Lakeside Junior High	Appointment
	JORDAN, JEFFREY FRANK LJH WRESTLING HD JH SUPPLEME	Lakeside Junior High	Appointment
	JOSEY, JENNIFER DANETTE GCJ ANNUAL STAFF JH SUPPLEME	Green Cove Springs Junior High	Appointment
	JOSEY, JENNIFER DANETTE GCJ DISCRETIONARY SUPPLEME	Green Cove Springs Junior High	Appointment
	JOSHUA, SARAH ALICE WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	JUMP, CHRISTINE SANDERS OPH DRAMA SH SUPPLEME	Orange Park High	Appointment
	JUMP, CHRISTINE SANDERS OPH SOPHMORE CLASS SPON SUPPLEME	Orange Park High	Appointment
	JUSTINO, ROBERT E MHS FOOTBALL ASST HS 25% SUPPLEME	Middleburg High	Appointment
	JUSTINO, ROBERT E MHS FOOTBALL ASST SH 75% SUPPLEME	Middleburg High	Appointment
0.5	KAPEGHIAN, SUSAN ANN BLC DEPT HEAD (11-16) SUPPLEME	Bannerman Learning Center	Appointment
0.5	KAY, JODY A RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	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
	KENNARD, KYLE ANDREW CHS FOOTBALL ASST HS 25% SUPPLEME	Clay High	Appointment
	KENNARD, KYLE ANDREW CHS FOOTBALL ASST SH 75% SUPPLEME	Clay High	Appointment
	KENNARD, WHITNEY BROOKE GPE ESE INTERVENTION FAC. SUPPLEME	Grove Park Elementary	Appointment
	KENT, CHERYL ALIENE OPH DEPT HD (3-5) SUPPLEME	Orange Park High	Appointment
	KENT, CHERYL ALIENE OPH NATIONA HONOR SOCIETY SUPPLEME	Orange Park High	Appointment
	KEOUGH-LANE, CATHERINE CARROLL LAJ CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
	KEYS-RUSSELL, JENNIFER DAWN OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	KINION, SARA DEE ANN WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
	KIRK, LAURA MARIE CVA CO-CURR CLUB SUPPLEME	Fleming Island High School	Appointment
	KIRKLAND, BRENDA SUE FIH CO-CURR CLUB SUPPLEME	Fleming Island High School	Appointment
	KITTLE, AUSTIN GRANT RHS BASEBALL ASST SH SUPPLEME	Ridgeview High School	Appointment
0.5	KNABB, ELIZABETH M KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
0.5	KNAFELC, SANDRA L PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	KNAUSS, MATTHEW HARRIS RHS FOOTBALL HD HS 25% SUPPLEME	Ridgeview High School	Appointment
	KNAUSS, MATTHEW HARRIS RHS FOOTBALL HD SH 75% SUPPLEME	Ridgeview High School	Appointment
	KNAUSS, MATTHEW HARRIS RHS WEIGHTLIFTING HD SH SUPPLEME	Ridgeview High School	Appointment
	KNOTTS, KRISTEN DANIELLE LES DEPT HEAD (6-10)	Lakeside Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	KOCH, BETHANY KATHLEEN OHS NATIONAL HONOR SOCIETY SUPPLEME	Oakleaf High School	Appointment
0.5	KOTZIERS, ANNEMARIE DANLELS OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	KRABILL, MATTHEW SCOTT LAJ FOOTBALL ASST JH 25% SUPPLEME	Lake Asbury Junior High School	Appointment
	KRABILL, MATTHEW SCOTT LAJ FOOTBALL ASST JH 75% SUPPLEME	Lake Asbury Junior High School	Appointment
	KRABILL, MATTHEW SCOTT LAJ WRESTLING HD JH SUPPLEME	Lake Asbury Junior High School	Appointment
	KRAUSE, SHEREE ANNETTE GCJ ESE INTERVENTION FAC. SUPPLEME	Green Cove Springs Junior High	Appointment
	KRIENER, BRECLYN F DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
	KROGGEL, JACQUELINE KAY FIH SWIMMING HD SH SUPPLEME	Fleming Island High School	Appointment
0.5	KROLL, ASHLEY PAPPAS KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
0.5	KRUCK, REBECCA DIANE OHS SENIOR CLASS SPONSOR SUPPLEME	Oakleaf High School	Appointment
	KRUCK, REBECCA DIANE OHS STUDENT COUNCIL SH SUPPLEME	Oakleaf High School	Appointment
	KUCZLER, LISA EMILY LJH SCI FAIR COOR LOCAL SUPPLEME	Lakeside Junior High	Appointment
	KUMM, TRACEY LYNN CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	KUPFER, BRENT HOWARD FIH BASKETBALL ASST SH SUPPLEME	Fleming Island High School	Appointment
	KURNITSKY, DEREK LANE OPH BASKETBALL HD SH SUPPLEME	Orange Park High	Appointment
	LABBE, HEATHER LEIGH MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	LABELLE, HEATHER JONES GCJ TRACK HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	LABERIS, KEZIA LYNN OHS DEPT HEAD (11-16)	Oakleaf High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	LACOMBE, ANASTACIA SUZANNE RHS DEPT HEAD (11-16) SUPPLEME	Ridgeview High School	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 OHS BASEBALL HEAD SH SUPPLEME	Oakleaf 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
0.5	LARSON, MEGAN MARIE LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
	LAURENT, ROGER KHH SOCCER HEAD SH SUPPLEME	Keystone Heights High School	Appointment
	LAWRENCE, BONITA RENEE OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
0.5	LEE, KIMBERLY ANN TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	LEEDY, AMANDA STARR RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
0.5	LEMIRE, STEVEN J LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	LENTZ, BILLIE ANNE OHS DEPT HEAD 17-20 SUPPLEME	Oakleaf High School	Appointment
	LESLIE, JORDAN ALENE SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment



### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	LESTRANGE, PAULAMAE FISH CHE ESE INTERVENTION FAC. SUPPLEME	Clay Hill Elementary	Appointment
	LICH, RODNEY WAYNE CHS GOLF HD SH SUPPLEME	Clay High	Appointment
	LICH, RODNEY WAYNE CHS TENNIS HD SH SUPPLEME	Clay High	Appointment
	LINDSEY, ANGIE DAWN CEB ELEM PERF/PROD SUPPLEME	Charles E. Bennett Elementary	Appointment
0.5	LINEHAN, PATRICIA ANN OHS DEPT HEAD 21+ SUPPLEME	Oakleaf High School	Appointment
	LIVINGSTONE, JEANINE CHANTAL CHS SOPHMORE SUPPLEME	Clay High	Appointment
	LOCKMAN, TRACY RUTH RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
	LOGUE, MONICA A CVA TECH COACH SEC SUPPLEME	Clay Virtual Academy	Appointment
	LOHMAN, DEBORAH ANNE AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	LONG, DAVID ANDREW KHH BASEBALL ASST JH SUPPLEME	Keystone Heights High School	Appointment
	LONG, DAVID ANDREW KHH FOOTBALL ASST JH 25% SUPPLEME	Keystone Heights High School	Appointment
	LONG, DAVID ANDREW KHH FOOTBALL ASST JH 75% SUPPLEME	Keystone Heights High School	Appointment
0.5	LONGO, MICHELE MARIE DOE ESE INTERVENTION FAC. SUPPLEME	Discovery Oaks Elementary	Appointment
0.5	LOONEY, KERRI RENEE LAE DEPT HEAD (11-16) SUPPLEME	Lake Asbury Elementary	Appointment
	LOTZE, KELLY LEIGH PES ELEM PERF/PROD SUPPLEME	Robert M. Paterson Elementary	Appointment
	LOVE, ANGELA LEIGH LAE DISCRETIONARY SUPPLEME	Lake Asbury Elementary	Appointment
	LOVELAND, CHRISTINE FRANCES LES DEPT HEAD (6-10) SUPPLEME	Lakeside Elementary	Appointment
	LOW-TULLOUS, SUSAN MARIE RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	LOWERY, LANTZ LAVON KHH ACTIVITY PROG CO JH SUPPLEME	Keystone Heights High School	Appointment
	LOWERY, LANTZ LAVON KHH FOOTBALL HD JV 25% SUPPLEME	Keystone Heights High School	Appointment
	LOWERY, LANTZ LAVON KHH FOOTBALL HD JV 75% SUPPLEME	Keystone Heights High School	Appointment
	LOWERY, LANTZ LAVON KHH WEIGHTLIFTING HD SH SUPPLEME	Keystone Heights High School	Appointment
0.5	LUCIANA, KINDAL OAK OLJ NATION JUNIOR HONOR SOC SUPPLEME	Oakleaf Junior High School	Appointment
	LUKE, JAMI PAINTER FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	LUNDY, KIMBERLY ANN OVE ESE INTERVENTION FAC. SUPPLEME	Oakleaf Village Elementary	Appointment
	LUNSFORD, SHERRI LYNN POE DEPT HEAD (11-16) SUPPLEME	Plantation Oaks Elementary	Appointment
	LURIE, VICKIE N POE ESE INTERVENTION FAC. 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	LYONS, LINDA F RVE DEPT HEAD (6-10) SUPPLEME	Ridgeview Elementary	Appointment
0.5	MACDONALD, GINA M RVE DEPT HEAD (6-10) SUPPLEME	Ridgeview Elementary	Appointment
	MACDOUGALL, CAROL M CHS SWIMMING HD SH SUPPLEME	Clay High	Appointment
	MACPHERSON, THOMAS KENNETH OPH FOOTBALL HD HS 25% SUPPLEME	Orange Park High	Appointment
	MACPHERSON, THOMAS KENNETH OPH FOOTBALL HD SH 75% SUPPLEME	Orange Park High	Appointment
	MACPHERSON, THOMAS KENNETH OPH WEIGHTLIFTING HD SH SUPPLEME	Orange Park High	Appointment
	MADDOX, MARY K	Clay Virtual Academy	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	CVA DEPT HEAD (6-10) SUPPLEME		
	MALLARD, CATHARINE JUDD CHS DEPT HD (3-5) SUPPLEME	Clay High	Appointment
	MALY, RICHARD LEE LJH ACADEMIC COACH, LOCAL SUPPLEME	Lakeside Junior High	Appointment
	MALY, RICHARD LEE LJH TRACK ASST JH SUPPLEME	Lakeside Junior High	Appointment
0.5	MANA, CHRISTINE A FIE DEPT HEAD (11-16) SUPPLEME	Fleming Island Elementary	Appointment
	MANN, KIMBERLY LYNN KHH DEPT HD (3-5) SUPPLEME	Keystone Heights High School	Appointment
	MANN, KIMBERLY LYNN KHH DEPT HEAD (11-16) SUPPLEME	Keystone Heights High School	Appointment
	MANN, MELISSA KHE ELEM PERF/PROD SUPPLEME	Keystone Heights Elementary	Appointment
	MANZI, COURTNEY JO GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	MANZI, COURTNEY JO GPE SAFETY PATROL SUPPLEME	Grove Park Elementary	Appointment
	MARKUM, COLLIN JAMES MHS ACADEMIC COACH, LOCAL SUPPLEME	Middleburg High	Appointment
	MARQUART, JESSICA ANN KHH SOFTBALL FP HD SH SUPPLEME	Keystone Heights High School	Appointment
	MARQUART, JESSICA ANN KHH VOLLEYBALL HD SH SUPPLEME	Keystone Heights High School	Appointment
	MARSHALL, RICHARD BRANDON KHH FOOTBALL ASST HS 25% SUPPLEME	Keystone Heights High School	Appointment
	MARSHALL, RICHARD BRANDON KHH FOOTBALL ASST SH 75% SUPPLEME	Keystone Heights High School	Appointment
	MARSHALL, RICHARD BRANDON KHH WRESTLING HD SH SUPPLEME	Keystone Heights High School	Appointment
	MARTIN, CRAIG EDWARD MHS SCI FAIR COOR LOCAL SUPPLEME	Middleburg High	Appointment
	MARTIN, CRYSTAL DAWN PES SAFETY PATROL	Robert M. Paterson Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	MARTIN, GREGORY WILLIAM OHS ACADEMIC COACH, LOCAL SUPPLEME	Oakleaf High School	Appointment
0.5	MARTIN, GREGORY WILLIAM OHS DEPT HEAD 17-20 SUPPLEME	Oakleaf High School	Appointment
	MARTIN, GREGORY WILLIAM OHS SOCCER HEAD JV SUPPLEME	Oakleaf High School	Appointment
	MARTIN, GREGORY WILLIAM OHS TENNIS HD SH SUPPLEME	Oakleaf High School	Appointment
	MARTIN, VICTORIA L MBE DEPT HEAD (6-10) SUPPLEME	Middleburg Elementary	Appointment
	MASSEY, BRIAN THOMAS WES TECH COACH ELEM SUPPLEME	Wilkinson Elementary	Appointment
	MASTANDREA, DANIELLE E POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
	MASTANTUNO, SARAH LAUREN TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
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
	MATTHEW, ANGELA ALICE MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	MATTOX, ALLISON WEST TES DISCRETIONARY SUPPLEME	Tynes Elementary	Appointment
	MATTOX, JESSE A KHH BASEBALL HEAD SH SUPPLEME	Keystone Heights High School	Appointment
	MATTOX, JESSE A KHH FOOTBALL ASST HS 25% SUPPLEME	Keystone Heights High School	Appointment
	MATTOX, JESSE A KHH FOOTBALL ASST SH 75% SUPPLEME	Keystone Heights High School	Appointment
0.5	MATZ, MELISSA ANNE LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	MAULONI, JASON ANTHONY OHS BASEBALL JV HD SH SUPPLEME	Ridgeview High School	Appointment
	MAY, GAYLE D WJH SCI FAIR COOR LOCAL SUPPLEME	Wilkinson Jr High	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	MAYFIELD, AMY YOUNG TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
0.5	MCCALL, MARIAN JUSTINA KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
0.5	MCCORD, AMY C SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
0.3	MCCORDUCK, KERRY L LJH NATION JUNIOR HONOR SOC SUPPLEME	Lakeside Junior High	Appointment
0.5	MCCULLOUGH, NICOLE MARIE ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	MCDADE, LINDSAY E RHS DRAMA SH SUPPLEME	Ridgeview High School	Appointment
	MCDONALD, ANDREW DAVID KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
	MCGAHEE, MICHELLE L CHS NATIONA HONOR SOCIETY SUPPLEME	Clay High	Appointment
	MCGAHEE, MICHELLE L CHS NATIONAL BETA CLUB SP SUPPLEME	Clay High	Appointment
0.5	MCGUFFIN, LORI ELLYN MHS JUNIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	MCINTOSH, LETICIA CROCKETT MRE DISCRETIONARY SUPPLEME	Mcrae Elementary	Appointment
0.5	MCKENZIE, BRITTANY NICOLE OHS DEPT HEAD 17-20 SUPPLEME	Oakleaf High School	Appointment
	MCKINNEY, AMANDA GAIL LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
	MCLANE, KATHLEEN L WES DEPT HEAD (11-16) SUPPLEME	Wilkinson Elementary	Appointment
	MCLEOD, CLAYTON BRYAN OLJ TRACK HD JH SUPPLEME	Oakleaf Junior High School	Appointment
	MCQUAIG, TRAVIS AUSTIN CHS BASEBALL JV HD SH SUPPLEME	Clay High	Appointment
0.5	MCREE, MAEGAN BROOKE LJH DISCRETIONARY SUPPLEME	Lakeside Junior High	Appointment
	MENGELSON, MALINDA CHANDLER MRE DEPT HD (3-5)	Mcrae Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	MERCER, AMY GREENE FIH CHEERLEADING VARSITY SUPPLEME	Fleming Island High School	Appointment
	MERCER, AMY GREENE FIH CO-CURR CLUB SUPPLEME	Fleming Island High School	Appointment
0.5	MICHAELS, MARK OHS FOOTBALL ASST HS 25% SUPPLEME	Oakleaf High School	Appointment
0.5	MICHAELS, MARK OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
	MILBRANDT, DAVID ROBERTS OHS GOLF HD SH SUPPLEME	Oakleaf High School	Appointment
0.5	MILLA, MEREDITH ASHLEY ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	MILLER, JULIE MCCOY RHS ACADEMIC COACH, LOCAL SUPPLEME	Ridgeview High School	Appointment
	MILLER, KAREN B WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
	MILLER, LISA M FIE SAFETY PATROL SUPPLEME	Fleming Island Elementary	Appointment
	MILLER, MARCUS R OHS WRESTLING HD SH SUPPLEME	Oakleaf High School	Appointment
0.5	MILLER, PAULA DENISE RHS SOPHMORE CLASS SPON SUPPLEME	Ridgeview High School	Appointment
0.5	MILLER, TRACI MICHELLE AES ESE INTERVENTION FAC. SUPPLEME	Argyle Elementary	Appointment
	MILLER, TYLER ALLAN RHS BASKETBALL ASST SH SUPPLEME	Ridgeview 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	MIMBS, TAYLOR D KHE ESE INTERVENTION FAC. SUPPLEME	Keystone Heights Elementary	Appointment
	MINKEL, SARAH JOAN OPJ MATH TEAM SPONSOR SUPPLEME	Orange Park Jr High	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	MINKEL, SARAH JOAN OPJ VOLLEYBALL HD JH SUPPLEME	Orange Park Jr High	Appointment
0.3	MINZENMAYER, EMILY LYNN WEC DEPT HEAD 17-20 SUPPLEME	W.E. Cherry Elementary	Appointment
	MISKOWSKI, KIMBERLY M CGE DISCRETIONARY SUPPLEME	Coppergate Elementary	Appointment
0.5	MITCHELL, JORDAN MADISON SPC DEPT HEAD (6-10) SUPPLEME	Swimming Pen Creek Elem	Appointment
	MITCHELL-ADAMS, LISA JEANINE KHH STUDENT COUNCIL SH SUPPLEME	Keystone Heights High School	Appointment
	MONCRIEF, HELEN SUZANNE KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment
	MONCRIEF, HELEN SUZANNE KHH FRESHMAN CLASS SPONSOR SUPPLEME	Keystone Heights High School	Appointment
	MONCRIEF, HELEN SUZANNE KHH NATION JUNIOR HONOR SOC SUPPLEME	Keystone Heights High School	Appointment
	MOORE, HALEY MELISSA LAJ CHEERLEADING JH SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	MOORE, HALEY MELISSA LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
	MOORE, HALEY MELISSA LAJ TRACK HD JH SUPPLEME	Lake Asbury Junior High School	Appointment
	MOORE, JENNIFER JANELL CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
	MOORE, SHARON HOWARD RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
0.5	MOORE, SHARON HOWARD RHS JUNIOR CLASS SPONSOR SUPPLEME	Ridgeview High School	Appointment
	MORGAN, MICHELLE L GCJ DEPT HEAD (6-10) SUPPLEME	Green Cove Springs Junior High	Appointment
	MORGAN, MICHELLE L GCJ DISCRETIONARY SUPPLEME	Green Cove Springs Junior High	Appointment
	MORIARTY, MICHEALA A FIH TENNIS HD SH SUPPLEME	Fleming Island High School	Appointment
0.5	MORRIS, JENNIFER ANN RVE ELEM PERF/PROD	Ridgeview Elementary	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	MORRIS, MEGAN MUNTAIN SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
0.5	MORRISON, KIMBERLY TOWNSEND RVE ESE INTERVENTION FAC. SUPPLEME	Ridgeview Elementary	Appointment
	MOSES, JARED MATTHEW CHS BASKETBALL HD SH SUPPLEME	Clay High	Appointment
0.5	MOSES, JARED MATTHEW CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	MOSES, JARED MATTHEW CHS FLAG FOOTBALL HD SH/JH SUPPLEME	Clay High	Appointment
0.5	MOSES, KIMBERLY D CHS DANCE TEAM SH SUPPLEME	Clay High	Appointment
	MOTOLENICH, CATHERINE ANN DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
	MOUNTS, KRISTEN ELIZABETH POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
	MOYER, BRIANNA ANN DOE ELEM PERF/PROD SUPPLEME	Discovery Oaks Elementary	Appointment
	MUDGE, KENNETH ROSS KHH BASKETBALL ASST SH SUPPLEME	Keystone Heights High School	Appointment
	MUDGE, KENNETH ROSS KHH FOOTBALL ASST HS 25% SUPPLEME	Keystone Heights High School	Appointment
	MUDGE, KENNETH ROSS KHH FOOTBALL ASST SH 75% SUPPLEME	Keystone Heights High School	Appointment
0.5	MUFFLEY, JESSICA MARIE GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	MURCH, GARY SCOTT WEC ELEM PERF/PROD SUPPLEME	W.E. Cherry Elementary	Appointment
	MURPHY, HALEY JEANNETTE MHS ANNUAL STAFF SH SUPPLEME	Middleburg High	Appointment
0.5	MYERS, LINA ANGELICA PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	MYERS-FOX, JUNE EILEEN SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
0.5	NANCE, CHERYL E CGE ELEM PERF/PROD SUPPLEME	Coppergate Elementary	Appointment



### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	NAVARRO, STEPHANIE ERIN POE DEPT HD (3-5) SUPPLEME	Plantation Oaks Elementary	Appointment
	NEDRICH, BRIAN WILLIAM FIH GOLF HD SH SUPPLEME	Fleming Island High School	Appointment
	NEDRICH, BRIAN WILLIAM FIH TENNIS HD SH SUPPLEME	Fleming Island High School	Appointment
	NEESE, SHANNON RAE CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
0.5	NESI, ALBERT RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
	NESI, ALBERT RHS TRACK HD SH SUPPLEME	Ridgeview High School	Appointment
	NETTLES, ALEKSANDRA OPJ ACADEMIC COACH, LOCAL SUPPLEME	Orange Park Jr High	Appointment
	NEWELL, MICHELLE LYNN CVA CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
0.5	NEWELL, MICHELLE LYNN RHS CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
	NEWELL, MICHELLE LYNN RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
0.5	NEWELL, MICHELLE LYNN RHS SWIMMING HD SH SUPPLEME	Ridgeview High School	Appointment
	NEWLIN, ROSA LEIGH MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	NICHOLS, JAMES DANIEL FIH BASEBALL JV HD SH SUPPLEME	Fleming Island High School	Appointment
	NICHOLS, JAMES DANIEL FIH FOOTBALL HD JV 25% SUPPLEME	Fleming Island High School	Appointment
	NICHOLS, JAMES DANIEL FIH FOOTBALL HD JV 75% SUPPLEME	Fleming Island High School	Appointment
	NIMMO-OLSEN, HEATHER ELIZABETH OLJ SOCCER HEAD JH SUPPLEME	Oakleaf Junior High School	Appointment
	NIMMO-OLSEN, HEATHER ELIZABETH OLJ VOLLEYBALL HD JH SUPPLEME	Oakleaf Junior High School	Appointment
	NIXON, LISA DAWN OHS ANNUAL STAFF SH SUPPLEME	Oakleaf High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	NIXON, LISA DAWN OHS DEPT HEAD (6-10) SUPPLEME	Oakleaf High School	Appointment
	NORDSTROM, SHANNON LEA FYA DEPT HEAD (6-10) SUPPLEME	FL Youth Challenge Academy	Appointment
0.5	NORTON, LEAH JILL SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	NOSSE, ASHLEIGH TARA GCJ DEPT HD (3-5) SUPPLEME	Green Cove Springs Junior High	Appointment
	NOSSE, ASHLEIGH TARA GCJ SOCCER HEAD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	NOSSE, CRAIG FIH FOOTBALL ASST HS 25% SUPPLEME	Fleming Island High School	Appointment
	NOSSE, CRAIG FIH FOOTBALL ASST SH 75% SUPPLEME	Fleming Island High School	Appointment
	O RENICK, ANNE MARIE GCJ DEPT HEAD (6-10) SUPPLEME	Green Cove Springs Junior High	Appointment
	O'ROURKE, KATHERINE SUZANNE OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	O'ROURKE, KATHERINE SUZANNE OLJ SOFTBALL FP HD JH SUPPLEME	Oakleaf Junior High School	Appointment
0.5	OCCHIOGROSSO, SHEILA BERNADETT OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	OKAMOTO, CHRISTOPHER K K12 SCI FAIR COOR, DISTRICT SUPPLEME	K-12 Academic Services	Appointment
	OLLEY, KAREN ANN MHS DEPT HD (3-5) SUPPLEME	Middleburg High	Appointment
	ORMEO, EDWIN ZAMORA CVA CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
0.5	ORTEGA, ANDREA CLAIRE SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	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

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	OWEN, MARYAM SAMIRA LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	OWEN, MARYAM SAMIRA LJH DISCRETIONARY SUPPLEME	Lakeside Junior High	Appointment
	PADGETT, VICKI W DOE DEPT HD (3-5) SUPPLEME	Discovery Oaks Elementary	Appointment
	PAINE, LAUREN DANIELLE DIS TECH COACH ELEM SUPPLEME	Doctors Inlet Elementary	Appointment
0.5	PALMER, CATHY S TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
0.5	PALMORE, ANGELA BENITRA TBE ESE INTERVENTION FAC. SUPPLEME	Exceptional Student Education	Appointment
0.5	PARISH, SARA L PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	PARKS, ERIKA ALEXIS OLJ SOFTBALL FP ASST JH SUPPLEME	Oakleaf Junior High School	Appointment
	PARKS, ERIKA ALEXIS OLJ VOLLEYBALL HD JH SUPPLEME	Oakleaf Junior High School	Appointment
0.5	PATERNOSTER, DAWN MARIE SPC DEPT HEAD (6-10) SUPPLEME	Swimming Pen Creek Elem	Appointment
	PATTERSON, LLOYD CLARK LJH ACTIVITY PROG CO JH SUPPLEME	Lakeside Junior High	Appointment
0.5	PATTON, NICOLE MARIA LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
	PAYNE, KATIE ELAINE KHH NATIONA HONOR SOCIETY SUPPLEME	Keystone Heights High School	Appointment
	PEARCE, DANIEL A MHS BASEBALL HEAD SH SUPPLEME	Middleburg High	Appointment
	PEARCE, DANIEL A MHS GOLF HD SH SUPPLEME	Middleburg High	Appointment
	PEEPLES, BILLIE J CVA CO-CURR CLUB SUPPLEME	Clay Virtual Academy	Appointment
	PEEPLES, BILLIE J CVA FUTURE ED. CLUB SUPPLEME	Clay Virtual Academy	Appointment
	PELLETIER, DEBORAH DOERING AES DISCRETIONARY SUPPLEME	Argyle Elementary	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	PELLETT, MARCY LES DEPT HEAD (6-10) SUPPLEME	Lakeside Elementary	Appointment
0.5	PEREZ, TERESA MAE PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
	PERONTO, RAMONA S WJH BAND DIR JH SUPPLEME	Wilkinson Jr High	Appointment
	PERONTO, RAMONA S WJH BAND END OF YEAR 2 FEST SUPPLEME	Wilkinson Jr High	Appointment
	PERRY, NICOLE LYNN MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	PERSINGER, JOSHUA W CHS BASEBALL HEAD SH SUPPLEME	Clay High	Appointment
	PETERSEN, RITA CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	PETROSKY, KIMBERLY DAWN POE ELEM PERF/PROD SUPPLEME	Plantation Oaks Elementary	Appointment
	PFUNTNER, TRACY LYNN OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	PHELPS, SHANNON ELIZABETH WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
0.5	PHILLIPS, MICHAEL DAVID LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
	PIERSON, LISA MILDRED PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	PIKURITZ, BRETT PAUL K12 MUSIC FESTIVAL COOR SUPPLEME	Orange Park High	Appointment
	PIKURITZ, BRETT PAUL OPH BAND DIR SH SUPPLEME	Orange Park High	Appointment
	PILKINTON, DEALVA FRANCES SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	PLACILLA, KELLY DUNN DIS ESE INTERVENTION FAC. SUPPLEME	Doctors Inlet Elementary	Appointment
	POLEN, ANGELA KAY AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	POLK, KATHRYN ELIZABETH MHS CHORAL DIRECTOR SH/JH SUPPLEME	Middleburg High	Appointment
	POLK, KATHRYN ELIZABETH	Middleburg High	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	MHS DRAMA SH SUPPLEME		
	POLLI, ANSLEY CAIN POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
	POOR, GOVINDA DEVIDASI SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	POOR, GOVINDA DEVIDASI SPC TECH COACH ELEM SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	POPE, MYLON D WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	POPE, MYLON D WJH DISCRETIONARY SUPPLEME	Wilkinson Jr High	Appointment
0.5	POWERS-YOUNG, JOHN OHS SWIMMING HD SH SUPPLEME	Plantation Oaks Elementary	Appointment
	PRATHER, REGINA G OHS SOFTBALL FP HD JV SUPPLEME	Oakleaf High School	Appointment
	PRATT, JEANIE MARIE TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
	PRATT, JEANIE MARIE TES SAFETY PATROL SUPPLEME	Tynes Elementary	Appointment
	PREWITT, CARRIE A MHS VOLLEYBALL HD SH SUPPLEME	Middleburg High	Appointment
	PRICE, JASON W OHS BASKETBALL HD SH SUPPLEME	Oakleaf High School	Appointment
	PROPPER, CHARLES DANA CHS BAND DIR SH SUPPLEME	Clay High	Appointment
	PRYCE, KINGSLEY A OPH DISCRETIONARY SUPPLEME	Orange Park High	Appointment
	PUGH, MELISSA ANN MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	QUALLS, TRISHA ELAINE KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
0.5	RACE, PAMELA LEENELL TES DEPT HEAD 17-20 SUPPLEME	Tynes Elementary	Appointment
	RAGAN, JOSEPH DAVID GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	RAINS, ALETHIA DAWN OHS DISCRETIONARY SUPPLEME	Oakleaf High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.3	RAISOR, JAIME DALEESA WEC DEPT HEAD 17-20 SUPPLEME	W.E. Cherry Elementary	Appointment
	RALEY, MONTGOMERY KERRIGAN DIS ELEM PERF/PROD SUPPLEME	Doctors Inlet Elementary	Appointment
0.5	RAMOS, JANICE L MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
0.5	RAMOS, RAFAEL OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	RAND, ERIC SHYKWON OPH FOOTBALL ASST HS 25% SUPPLEME	Orange Park High	Appointment
	RAND, ERIC SHYKWON OPH FOOTBALL ASST SH 75% SUPPLEME	Orange Park High	Appointment
0.5	RAVENELL, SHALONDA TERRELLE OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	REAPE, JAMES P CHS FOOTBALL HD JV 25% SUPPLEME	Clay High	Appointment
	REAPE, JAMES P CHS FOOTBALL HD JV 75% SUPPLEME	Clay High	Appointment
0.5	REAPE, JAMES P CHS WRESTLING SUPPLEME	Clay High	Appointment
	REDFORD, APRIL LYNN WJH DISCRETIONARY SUPPLEME	Wilkinson Jr High	Appointment
	REINHART, SALLI DEANN DIS DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	REMSEN, KENNETH MAYNARD CHS DEPT HEAD (11-16) SUPPLEME	Clay High	Appointment
	REMSEN, KENNETH MAYNARD K12 ACADEMIC COACH, DISTRICT SUPPLEME	Clay High	Appointment
0.5	RENEAU, KIMBERLY L TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
0.3	REPPER, NICHOLAS LEIGH ROE DEPT HEAD (11-16) SUPPLEME	Rideout Elementary	Appointment
	RESIGA, ENIKO RHS NATIONAL BETA CLUB SP SUPPLEME	Ridgeview High School	Appointment
	REYNOLDS, KATELYN ROSE TES DEPT HEAD (6-10)	Tynes Elementary	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.5	RHODEN, WANDA K TBE ESE INTERVENTION FAC. SUPPLEME	Thunderbolt Elementary	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, DANIEL GRANT OHS CHEERLEADING VARSITY SUPPLEME	Oakleaf High School	Appointment
	RIDDLE, WILLIAM R CHS TRACK HD SH SUPPLEME	Clay High	Appointment
	RISTAD, MICHELLE LYNETTE CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	RITZ, NORMAN JOHN OHS NATIONAL BETA CLUB SP SUPPLEME	Oakleaf High School	Appointment
	RIX, CHADWICK E CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
	RIX, CHADWICK E CHS SWIMMING HD SH SUPPLEME	Clay High	Appointment
	ROACH, CELESTINA LOUISE WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
	ROACH, CHRISTOPHER THOMAS KHH BASEBALL JV HD SH SUPPLEME	Keystone Heights High School	Appointment
	ROACH, CHRISTOPHER THOMAS KHH FOOTBALL HD JH 25% SUPPLEME	Keystone Heights High School	Appointment
	ROACH, CHRISTOPHER THOMAS KHH FOOTBALL HD JH 75%	Keystone Heights High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.5	ROACHE, SAMANTHA LYNN LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
	ROBBINS, CHAD DEWAYNE OHS BAND DIR SH SUPPLEME	Oakleaf High School	Appointment
	ROBBINS, CHAD DEWAYNE OHS FLAG CORPS SUPPLEME	Oakleaf High School	Appointment
	ROBERTS, CHELSEY NICHOLE MHS BAND DIR SH SUPPLEME	Middleburg High	Appointment
	ROBERTS, CHELSEY NICHOLE MHS DRILL SPONSOR SH SUPPLEME	Middleburg High	Appointment
0.5	ROBERTS, KIMBERLEE HARDRICK CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	ROBERTS, MICHELLE DEANNE OHS ESE INTERVENTION FAC. SUPPLEME	Oakleaf High School	Appointment
	ROBERTSON, COLL RYAN LAJ WRESTLING HD JH SUPPLEME	Charles E. Bennett Elementary	Appointment
	ROBERTSON, KELLY R WJH ANNUAL STAFF JH SUPPLEME	Wilkinson Jr High	Appointment
0.5	RODABAUGH, LON B CHS DRILL SPONSOR SH SUPPLEME	Clay High	Appointment
	RODRIGUEZ RODRIGUEZ, WILSON O LAJ SCI FAIR COOR LOCAL SUPPLEME	Lake Asbury Junior High School	Appointment
	RODRIGUEZ, BARTHOLOMEW RHS WRESTLING HD SH SUPPLEME	Ridgeview High School	Appointment
0.5	ROGERS, LAURA ELAINE CTE CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	ROMITO, KAREN ANNE WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
	RONEY, LUCIA F TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
	ROSENBAUM, TANNER NICOLE WJH CO-CURR CLUB SUPPLEME	Wilkinson Jr High	Appointment
	ROSS, SHERRONDA N CEB SAFETY PATROL SUPPLEME	Charles E. Bennett Elementary	Appointment
	ROUNTREE, BRETT NEWELL OHS SOCCER HEAD SH	Oakleaf High School	Appointment



### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.5	ROVNAK, PAULA JEAN ROE TECH COACH ELEM SUPPLEME	Rideout Elementary	Appointment
	ROWE, JANET M OLJ ACTIVITY PROG CO JH SUPPLEME	Oakleaf Junior High School	Appointment
	ROWE, MELANIE ANNE TBE DISCRETIONARY SUPPLEME	Thunderbolt Elementary	Appointment
	RUCKER, KAREN A CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
	RUCKERSFELDT, JORDAN DANIELLE SBJ DISCRETIONARY SUPPLEME	S. Bryan Jennings Elementary	Appointment
	RUELAS, KATHRYN EMILY OPH DEPT HEAD (6-10) SUPPLEME	Orange Park High	Appointment
	RUELAS, KATHRYN EMILY OPH VOLLEYBALL HD SH SUPPLEME	Orange Park High	Appointment
	RUNTE, TERRY LIN AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	RUOSS, MEGAN MARIE WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	RUSSO, JANE MARIE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	SAGE, ALLISON P OPH SOFTBALL FP ASST SH SUPPLEME	Orange Park High	Appointment
	SAMPLES, AARON L OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
0.5	SANTIAGO, LUIS CARLOS OPH DEPT HD (3-5) SUPPLEME	Orange Park High	Appointment
	SCAMAHORN, ALEXANDRA VIRGINIA MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	SHELLHORN, ADAM MICHAEL RHS ANNUAL STAFF SH SUPPLEME	Ridgeview High School	Appointment
	SHELLHORN, ADAM MICHAEL RHS SOCCER HEAD JV SUPPLEME	Ridgeview High School	Appointment
	SHELLHORN, ADAM MICHAEL RHS TENNIS HD SH SUPPLEME	Ridgeview High School	Appointment
	SCHMIDT, BARBARA A SLE DEPT HD (3-5)	Shadowlawn Elementary	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	SCHOENINGER, DEBRA PAIGE OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	SCHOENINGER, DEBRA PAIGE OPJ ESE INTERVENTION FAC. SUPPLEME	Orange Park Jr High	Appointment
	SCOTT, JACOB THOMAS OHS FOOTBALL ASST HS 25% SUPPLEME	Oakleaf High School	Appointment
	SCOTT, JACOB THOMAS OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
	SEIN, KATHERINE L OHS DEPT HEAD (6-10) SUPPLEME	Oakleaf High School	Appointment
	SELBY, LYNDA 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
0.5	SENECA, KENNETH ALAN KHE SAFETY PATROL SUPPLEME	Keystone Heights Elementary	Appointment
	SENECA, KENNETH ALAN KHH SOCCER HEAD JV SUPPLEME	Keystone Heights Elementary	
	SENNA, REBECCA LEEANN OLJ CO-CURR CLUB SUPPLEME	Oakleaf Junior High School	Appointment
	SERDA, DEBORAH LYNN LAE DEPT HD (3-5) SUPPLEME	Lake Asbury Elementary	Appointment
	SHAFFER, DEANNA GAIL POE SAFETY PATROL SUPPLEME	Plantation Oaks Elementary	Appointment
	SHANNON, KELSEY RAE OHS VOLLEYBALL ASST SH SUPPLEME	Oakleaf High School	Appointment
0.5	SHAW, JAMI LEEANN GCJ DEPT HD (3-5) SUPPLEME	Green Cove Springs Junior High	Appointment
	SHAW, MARY KAREN KHH CROSS COUNTRY HD SH SUPPLEME	Keystone Heights High School	Appointment
0.3	SHEPHERD, KATHRYN MAY ROE DEPT HEAD (11-16) SUPPLEME	Rideout Elementary	Appointment
	SHERIDAN, JANICE M LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
0.3	SHERIDAN, JANICE M LJH NAT HON SOC SH SUPPLEME	Lakeside Junior High	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SHERMAN, JENNIFER SUE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
0.5	SHUFORD, ALISON CHASTAIN KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	SIMMONS, CHRISTY LYN RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
	SKAPETIS, DEVAN S RHS DEPT HEAD (11-16) SUPPLEME	Ridgeview High School	Appointment
	SKAPETIS, DEVAN S RHS NATIONAL HONOR SOCIETY SUPPLEME	Ridgeview High School	Appointment
0.5	SKAPETIS, DEVAN S RHS SWIMMING HD SH SUPPLEME	Ridgeview High School	Appointment
	SKILES, MARSHA YOSHIKO ESE VERY SP ARTS COOR SUPPLEME	Exceptional Student Education	Appointment
	SLATER, DANIEL C GCJ ACTIVITY PROG CO JH SUPPLEME	Green Cove Springs Junior High	Appointment
	SLATER, DANIEL C GCJ BASEBALL HEAD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	SLATER, DANIEL C GCJ FOOTBALL HD JH 25% SUPPLEME	Green Cove Springs Junior High	Appointment
	SLATER, DANIEL C GCJ FOOTBALL HD JH 75% SUPPLEME	Green Cove Springs Junior High	Appointment
	SMASHUM III, DAVID RHS FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Appointment
	SMASHUM III, DAVID RHS FOOTBALL ASST SH 75% SUPPLEME	Ridgeview High School	Appointment
	SMELTZER, KARL RYAN MHS FOOTBALL HD HS 25% SUPPLEME	Middleburg High	Appointment
	SMELTZER, KARL RYAN MHS FOOTBALL HD SH 75% SUPPLEME	Middleburg High	Appointment
0.5	SMELTZER, LAUREN ASHLEY CHS FRESHMAN CLASS SPONSOR SUPPLEME	Clay High	Appointment
	SMELTZER, LAUREN ASHLEY CHS VOLLEYBALL HD SH SUPPLEME	Clay High	Appointment
0.5	SMITH, CYNTHIA ROYCE LAJ DEPT HEAD (6-10) SUPPLEME	Lake Asbury Junior High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	SMITH, EDWIN L RHS CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
	SMITH, ERICK WAYNE WJH TRACK ASST JH SUPPLEME	Wilkinson Jr High	Appointment
	SMITH, MERLIN DARRELL OLJ FOOTBALL HD JH 25% SUPPLEME	Oakleaf Junior High School	Appointment
	SMITH, MERLIN DARRELL OLJ FOOTBALL HD JH 75% SUPPLEME	Oakleaf Junior High School	Appointment
	SMITH, MERLIN DARRELL OLJ TRACK HD JH SUPPLEME	Oakleaf Junior High School	Appointment
	SMITH, OLIVIA CELESTE OPJ CHEERLEADING JH SUPPLEME	Plantation Oaks Elementary	Appointment
	SMITH, RONNA JEAN ESE SPECIAL OLYMPICS SUPPLEME	Thunderbolt Elementary	Appointment
	SMITH, SHADREKA M DOE SAFETY PATROL SUPPLEME	Discovery Oaks Elementary	Appointment
	SNELL, DEANNA CATHERINE WES DEPT HD (3-5) SUPPLEME	Wilkinson Elementary	Appointment
	SOLOMON, GUSSIE LAFREDA OHS BASKETBALL ASST SH SUPPLEME	Oakleaf High School	Appointment
	SOLOMON, KELSEY ANN RHS SOFTBALL FP HD JV SUPPLEME	Ridgeview High School	Appointment
	SPANGLER, JAMMI V KHH DEPT HEAD 17-20 SUPPLEME	Keystone Heights High School	Appointment
	SPEAKE, MELISSA LYNN OVE DEPT HEAD (6-10) 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
	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	Fleming Island High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FIH WEIGHTLIFTING HD SH SUPPLEME		
0.5	STALVEY, LAURYN PHILPOT OHS DEPT HEAD 21+ SUPPLEME	Oakleaf High School	Appointment
0.7	STARNES, DORI GORDON CHS CHEERLEADING JV SUPPLEME	Clay High	Appointment
	STARR, DAVID W LJH FOOTBALL HD JH 25% SUPPLEME	Lakeside Junior High	Appointment
	STARR, DAVID W LJH FOOTBALL HD JH 75% SUPPLEME	Lakeside Junior High	Appointment
	STARR, DAVID W LJH TRACK HD JH SUPPLEME	Lakeside Junior 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
	STEVENS, CANDICE ELBON CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
0.5	STEVENS-ALT, MONICA LISA MHS JUNIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	STEWART, CYNTHIA GAYE TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
0.5	STININGER, RENEE LEIGH FIE DEPT HEAD (11-16) SUPPLEME	Fleming Island Elementary	Appointment
0.5	STRANGE, MARY LOVE PES DEPT HEAD (6-10) SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	STRASSBERGER, DEANNA L KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	STRICKLAND, HOLLY ANNE WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
0.5	STUARD, KYLE ANTHONY OHS DEPT HEAD 21+ SUPPLEME	Oakleaf High School	Appointment
	STUDER, LAUREN DEGRYSE SLE DEPT HEAD (6-10) SUPPLEME	Shadowlawn Elementary	Appointment
0.5	STUDER, LAUREN DEGRYSE SLE ESE INTERVENTION FAC. SUPPLEME	Shadowlawn Elementary	Appointment
	STUTTS, LARIANNE GCJ DEPT HEAD (6-10) SUPPLEME	Green Cove Springs Junior High	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	STUTZ, AIMEE LYNNE RHS CHEERLEADING VARSITY SUPPLEME	Ridgeview High School	Appointment
0.5	STUTZ, ANISSA HANLIN DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	SUHR, CASEY MINA POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
0.0	SULLIVAN, ANGELA NOEL MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	SULLIVAN, DAWN MARIE WEC ESE INTERVENTION FAC. SUPPLEME	W.E. Cherry 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
	SUMMERSETTFRANCIS, TONYA DENIS AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
0.5	SURITA, AMY SISCO CVA CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	SUTTON, EMMALEE DANIELLE WEC DISCRETIONARY SUPPLEME	W.E. Cherry Elementary	Appointment
	SUTTON, TAMMY C AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	SWAIN, REBECCA REAMS CHS SCI FAIR COOR LOCAL SUPPLEME	Clay High	Appointment
	SWANN, BENJAMIN W OPJ SCI FAIR COOR LOCAL SUPPLEME	Orange Park Jr High	Appointment
	SWANN, BENJAMIN W OPJ TRACK HD JH SUPPLEME	Orange Park Jr High	Appointment
	SWARTZ, KATHLEEN ALICE OHS SWIMMING HD SH SUPPLEME	Oakleaf High School	Appointment
0.5	SWARTZ, MARK B OHS SWIMMING HD SH SUPPLEME	Oakleaf High School	Appointment
0.3	SWEAT, OLIVIA S CHS SENIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SYKEN, VICTORIA A FIE ELEM PERF/PROD SUPPLEME	Fleming Island Elementary	Appointment
	SYKES, MARY TORODE WJH ESE INTERVENTION FAC. SUPPLEME	Wilkinson Jr High	Appointment
	TAFT, WILLIAM MICHAEL GCJ ACADEMIC COACH, LOCAL SUPPLEME	Green Cove Springs Junior High	Appointment
	TAFT, WILLIAM MICHAEL GCJ NATION JUNIOR HONOR SOC SUPPLEME	Green Cove Springs Junior High	Appointment
	TAFT, WILLIAM MICHAEL GCJ TRACK HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	TAICLET-JETT, MELISSA LYNN OVE SAFETY PATROL SUPPLEME	Oakleaf Village Elementary	Appointment
	TAYLOR, LAURA JEAN FIH BASKETBALL ASST SH SUPPLEME	Fleming Island High School	Appointment
0.5	TAYLOR, LEE C OPH DEPT HD (3-5) SUPPLEME	Orange Park High	Appointment
	TAYLOR, LEE C OPH SOCCER HEAD SH SUPPLEME	Orange Park High	Appointment
	TAYLOR, LEE C OPH WEIGHTLIFTING HD SH SUPPLEME	Orange Park High	Appointment
	THOMPSON, CHARLES W MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	THOMPSON, DERRICK LADALE LES SAFETY PATROL SUPPLEME	Lakeside Elementary	Appointment
	THOMPSON, GLEN EDWARD RHS SOFTBALL FP ASST SH SUPPLEME	Ridgeview High School	Appointment
	THOMPSON, LYNDA ROUNTREE MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	THOMPSON, ROBERT CASEY RHS SOFTBALL FP HD SH SUPPLEME	Ridgeview High School	Appointment
	THURMAN, KATHERINE JENNIFER CVA ESE INTERVENTION FAC. SUPPLEME	Clay Virtual Academy	Appointment
	TILLMAN, DALPHINE JONES OHS DANCE TEAM SH SUPPLEME	Oakleaf High School	Appointment
	TILLMAN, DALPHINE JONES OHS DRILL SPONSOR SH	Oakleaf High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.3	TIMPE, ALEXA JENNIFER WEC DEPT HEAD 17-20 SUPPLEME	W.E. Cherry Elementary	Appointment
	TIPTON, LINDA HARRIS CGE DEPT HD (3-5) SUPPLEME	Coppergate Elementary	Appointment
	TIPTON, TRAVIS ANTHONY MHS BASKETBALL HD SH SUPPLEME	Middleburg High	Appointment
	TIPTON, TRAVIS ANTHONY MHS GOLF HD SH SUPPLEME	Middleburg High	Appointment
	TOMARO, PAUL RHS SOCCER HEAD SH SUPPLEME	Ridgeview High School	Appointment
	TOMPKINS, VICTORIA A BLC DEPT HD (3-5) SUPPLEME	Bannerman Learning Center	Appointment
	TONEY, ELIZABETH MCEWEN ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	TONEY, ELIZABETH MCEWEN ROE ESE INTERVENTION FAC. SUPPLEME	Rideout Elementary	Appointment
	TRAYWICK, BENJAMIN D FIH FOOTBALL ASST HS 25% SUPPLEME	Middleburg Elementary	Appointment
	TRAYWICK, BENJAMIN D FIH FOOTBALL ASST SH 75% SUPPLEME	Middleburg Elementary	Appointment
	TRAYWICK, BENJAMIN D FIH TRACK ASST SH SUPPLEME	Middleburg Elementary	Appointment
	TRAYWICK, BENJAMIN D FIH WEIGHTLIFTING HD SH SUPPLEME	Middleburg Elementary	Appointment
	TROCCHIO, MELISSA JOAN GCJ VOLLEYBALL HD JH SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	TUCCILLO, CHRISTINA COCCIA CEB ESE INTERVENTION FAC. SUPPLEME	Charles E. Bennett Elementary	Appointment
0.3	TUCKER, AMANDA MAE ROE DEPT HEAD (11-16) SUPPLEME	Rideout Elementary	Appointment
	TUCKER, LAURIE W OPE ESE INTERVENTION FAC. SUPPLEME	Orange Park Elementary	Appointment
	TULLY, KRISTEN ANN FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	TUTTLE, JIMMY A FIH BASEBALL ASST SH SUPPLEME	Fleming Island High School	Appointment



### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	UMBAUGH, JENNIFER NICOLE SPELLING BEE COOR SUPPLEME	Dept Of Elementary Education	Appointment
0.5	USRY, LEEANN MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	VALERO, GARY B OPH FLAG FOOTBALL HD SH/JH SUPPLEME	Orange Park High	Appointment
	VALERO, GARY B OPH SOCCER HEAD SH SUPPLEME	Orange Park High	Appointment
	VAN DE WATER, REBECCA LYNN SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	VELEZ, BRENDA J KHH DANCE TEAM SH SUPPLEME	Keystone Heights High School	Appointment
	VERPLANCK, ERIN NICOLE KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment
	VERPLANCK, ERIN NICOLE KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
	VIOLA, JENNIFER MARIE OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	WACHA, MICHELLE DOUGLAS KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
	WAGER, JASON E OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	WALKER, AMY JO FIH TRACK HD SH SUPPLEME	Fleming Island High School	Appointment
	WALKER, AMY JO FIH VOLLEYBALL HD SH SUPPLEME	Fleming Island High School	Appointment
0.5	WALKER, DEBBIE JO MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	WALKER, ERIN S RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
	WALKER, ERIN S RVE DISCRETIONARY SUPPLEME	Ridgeview Elementary	Appointment
0.5	WALKER, JUNE DARLENE OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	WALKER, KIMBERLY MICHELLE LAJ CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	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 ANNUAL STAFF JH SUPPLEME		
	WALTHOUR, TIFFANY AMBER OLJ MATH TEAM SPONSOR SUPPLEME	Oakleaf Junior High School	Appointment
	WARNER, WENDI DIANE OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
0.5	WATERS, LINDA LEIGH MRE DEPT HEAD (11-16) SUPPLEME	Mcrae Elementary	Appointment
	WATERS, TREVOR H KHH SOCCER HEAD SH SUPPLEME	Keystone Heights High School	Appointment
	WATSON, KRISTINE D WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
	WAUGH, STEPHANIE ANN CHS SOCCER HEAD SH SUPPLEME	Clay High	Appointment
	WEAVER, HEATHER GIBBS MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	WEEKS, WILLIAM ALVIN CHS DRAMA SH SUPPLEME	Clay High	Appointment
0.3	WEEKS, WILLIAM ALVIN CHS SENIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
	WEEKS, WILLIAM ALVIN CHS STUDENT COUNCIL SH SUPPLEME	Clay High	Appointment
	WEINER, SUE ELLEN KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	WEISKOPF, CHASE MICHAEL MHS FLAG FOOTBALL HD SH/JH SUPPLEME	Middleburg High	Appointment
	WEISKOPF, CHASE MICHAEL MHS FOOTBALL HD JV 25% SUPPLEME	Middleburg High	Appointment
	WEISKOPF, CHASE MICHAEL MHS FOOTBALL HD JV 75% SUPPLEME	Middleburg 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
0.5	WEST, JANICE MARIE MRE DEPT HD (3-5) SUPPLEME	Mcrae Elementary	Appointment
	WHIDDON, HEATH BLAKE	Fleming Island High School	Appointment

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FIH WRESTLING ASST SH SUPPLEME		
	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 SUPPLEME	Oakleaf High School	Appointment
	WHITE, HEIDI M OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
0.5	WHITE, JENNIFER LYNN MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	WHITE, MICHELE LYNN MCE DISCRETIONARY SUPPLEME	Montclair Elementary	Appointment
	WHITE, MOLLY JANE POE DEPT HEAD (6-10) SUPPLEME	Plantation Oaks Elementary	Appointment
	WICKES, FRANK D CHS CROSS COUNTRY HD SH SUPPLEME	Clay High	Appointment
	WILBER, BEVERLY E TES DEPT HEAD (6-10) SUPPLEME	Tynes Elementary	Appointment
	WILLIAMS, CASSIDY J MBE ELEM PERF/PROD SUPPLEME	Middleburg Elementary	Appointment
	WILLIAMS, KAYLA ELAINE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
0.5	WILLIAMS, KELLY NICHOLE LJH ANNUAL STAFF JH SUPPLEME	Lakeside Junior High	Appointment
	WILLIAMS, MARY EDITH SLE ELEM PERF/PROD SUPPLEME	Shadowlawn 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
0.5	WILLIAMS, TRICIA LEE PADLAN RVE ELEM PERF/PROD SUPPLEME	Ridgeview Elementary	Appointment
0.5	WILLIAMS, TRICIA LEE PADLAN RVE TECH COACH ELEM SUPPLEME	Ridgeview Elementary	Appointment
	WILSON, JEANIE S LAJ TRACK HD JH SUPPLEME	Lake Asbury Junior High School	

### III. Instructional Actions

#### F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	WILSON, STEPHANY ROBIN OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
0.5	WINFREE, KIMBERLY DIANE KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	WINGATE, CINDY WILSON OPH NATIONAL BETA CLUB SP SUPPLEME	Orange Park High	Appointment
	WOLFE, LAUREN MICHELE OPH DEPT HEAD (11-16) SUPPLEME	Orange Park High	Appointment
	WOLFE, RYAN MICHAEL FIH FOOTBALL ASST HS 25% SUPPLEME	Fleming Island High School	Appointment
	WOLFE, RYAN MICHAEL FIH FOOTBALL ASST SH 75% SUPPLEME	Fleming Island High School	Appointment
0.5	WOOD, WILLIAM H LAE DEPT HEAD (11-16) SUPPLEME	Lake Asbury Elementary	Appointment
0.5	WOODLEY, JACQUELYN RAE MHS SOPHMORE CLASS SPON SUPPLEME	Middleburg High	Appointment
	WOOTEN, BETTY J MBE SAFETY PATROL SUPPLEME	Middleburg Elementary	Appointment
0.5	WORSDELL, LACEY DANNETTE RVE ESE INTERVENTION FAC. SUPPLEME	Ridgeview Elementary	Appointment
	WRENN, KELLY WILLIAMSON SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	WRIGHT, KATHRYN LETSINGER WES ELEM PERF/PROD SUPPLEME	Wilkinson Elementary	Appointment
0.7	WRIGHT, MELANIE DENICE CHS CHEERLEADING VARSITY SUPPLEME	Clay High	Appointment
	WRIGHT, ROBIN A MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	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
	YACAVONE, GREER E LAJ DISCRETIONARY SUPPLEME	Lake Asbury Junior High School	Appointment
	YANCEY, KENNETH EARL MHS CROSS COUNTRY HD SH SUPPLEME	Middleburg High	Appointment
	YANCEY, KENNETH EARL MHS SOCCER HEAD SH	Middleburg High	Appointment

**III. Instructional Actions**

**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	YOST, RHODA LEANN LAE SAFETY PATROL SUPPLEME	Lake Asbury Elementary	Appointment
0.5	YOUNG, BERNICE MIRANDA OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	ZANONE, JAMES DOUGLAS CHS FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Appointment
	ZANONE, JAMES DOUGLAS RHS FOOTBALL ASST SH 75% SUPPLEME	Ridgeview High School	Appointment
	ZANONE, JAMES DOUGLAS RHS TRACK ASST SH SUPPLEME	Ridgeview High School	Appointment
0.5	ZIEGLER, SABRE ANN TES DEPT HEAD 17-20 SUPPLEME	Tynes Elementary	Appointment
0.5	ZIMARDO, KATHY F OPH JUNIOR CLASS SPONSOR SUPPLEME	Orange Park High	Appointment

DRAFT

**III. INSTRUCTIONAL ACTIONS 2020-2021**

**G. PENDING APPOINTMENTS**

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

DRAFT

III. INSTRUCTIONAL ACTIONS 2020-2021

H. OUT OF FIELD

<u>Name</u>	<u>Subject</u>	<u>OOF Subject</u>	<u>Site</u>	<u>Effective</u>
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NONE

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**A. SUMMER SCHOOL**

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
FLAGG, PAMELA REGINA SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2020-06-08 - 2020-06-30
LAFONTANT, FLORENCE GLADYS SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2020-06-08 - 2020-06-30
LUECKERT, MICHAEL THOMAS SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-06-08 - 2020-06-30
MILLER, VICTORIA LIEN SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-06-08 - 2020-06-30
MOORE, SHARON HOWARD SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-06-08 - 2020-06-30

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**IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020**

**B. COMMUNITY EDUCATION**

**Appointments**

NONE

DRAFT

**IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020**

**C. ADULT EDUCATION**

**Appointments**

NONE

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## MISCELLANEOUS ACTIONS

## A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
ABRAMOWITZ, RACHEL M MCE MISC AFT HRS OTHER	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
ADKISON, KAREY ELIZABETH SBJ TEACHER, ASSIGNMENT	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
AMIDON, SARA LAUREN WES TEACHER, ASSIGNMENT	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
ANDREAS, ROBERTA JEAN TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
ARMSTRONG, MARY JEAN L POE MISC AFT HRS OTHER	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
BABCOCK, KELSEY LAUREN WES TEACHER, ASSIGNMENT	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
BATCHELOR, AMY DAWN MRE TEACHER, ASSIGNMENT	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01
BRASWELL, ELIZABETH ASHWORTH POE TEACHER, ASSIGNMENT	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
BRISBANE, DEANA SUZANNE TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
BUCKLER, VALERIE SUZANNE CEB TEACHER, ASSIGNMENT	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
BUSKILL, CASSANDRA LYNN WES MISC AFT HRS OTHER	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
CARICATO, MICHELLE NICHOLE SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-07-01 - 2020-08-01
CARRIGAN, MEGAN K CEB TEACHER, ASSIGNMENT	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
CEBALLOS, DIEGO FERNANDO TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
CETOUTE, FRANTZ TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
CHRISTIAN, BRENDA JEAN TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
CLYMER, WANDA GAIL TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
COMER, TERRI ELIZABETH CEB TEACHER, ASSIGNMENT	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
COMPTON, TIFFANY M MCE MISC AFT HRS OTHER	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
CROSBY, REBECCA V CEB MISC AFT HRS OTHER	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
CRUZ, YVETTE POE MISC AFT HRS OTHER	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
CURVIER, ANGELA VIRGINIA OPH SUMR TCH, MATHEMATICS, SR	Orange Park High	Effective 2020-07-01 - 2020-08-01
DAVIS, EMILY LAUREN POE TEACHER, ASSIGNMENT	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
DUPUIS, KIMBERLY ROSE SPC TEACHER, ASSIGNMENT	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01
EVATT, LORRAINE PHILLIPS WES TEACHER, ASSIGNMENT	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
FERRANTE, KELLY SPC TEACHER, ASSIGNMENT	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01

## MISCELLANEOUS ACTIONS

## A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
FINN, LINDA LEE SPC TEACHER, ASSIGNMENT	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01
FLAGG, PAMELA REGINA SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2020-07-01 - 2020-08-01
GARCIA, JENIFER LEE POE TEACHER, ASSIGNMENT	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
GAYNES, DEBRA E CHS SUMR TCH, MATHEMATICS, SR	Clay High	Effective 2020-07-01 - 2020-08-01
GLENESKI, NANCY LYNN SBJ TEACHER, ASSIGNMENT	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
GNANN, TIFFANY H MRE TEACHER, ASSIGNMENT	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01
GOOLSBY, GRAYSON MRE MISC AFT HRS OTHER	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01
GRIFFIS, MILDRED MARIE TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
GRIMLEY, JUDY L TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
GRUENWALD, KANDI MICHELLE TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
HARDISON, SYLVIA YALITZA TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
HARTSHORN, BRENDA J MCE TEACHER, ASSIGNMENT	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
HELLRUNG, AMANDA RUTH SBJ TEACHER, ASSIGNMENT	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
HIRSCH, LISA MARIE TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
HOWARD, KAREN M SBJ MISC AFT HRS OTHER	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
HOWINGTON, ELBA MARGARITA LJH SUMR TCH, MATHEMATICS, SR	Lakeside Junior High	Effective 2020-07-01 - 2020-08-01
HUBBARD, BRANDI RAE WES MISC AFT HRS OTHER	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
JOHNS, MARY B SBJ TEACHER, ASSIGNMENT	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
JOHNSTON, HEATHER WELL MCE TEACHER, ASSIGNMENT	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
JOLLEY, KIMBERLY R MRE TEACHER, ASSIGNMENT	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01
JONES, DEBRA SUE CEB MISC AFT HRS OTHER	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
JOSEY, JENNIFER DANETTE GCJ SUMR TCH, MATHEMATICS, SR	Green Cove Springs Junior High	Effective 2020-07-01 - 2020-08-01
JUNG, BRITTANY LYNN SPC MISC AFT HRS OTHER	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01
KACZMAREK, SAMANTHA L MCE TEACHER, ASSIGNMENT	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
KAZMIERCZAK, LISA MARIE SBJ TEACHER, ASSIGNMENT	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
KIDONAKIS, PAULA TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01

## A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
KRONFORST, WENDY MICHELLE WES TEACHER, ASSIGNMENT	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
LAFONTANT, FLORENCE GLADYS SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2020-07-01 - 2020-08-01
LANE, NANCY LYNN TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
LASAUCE, JOY MARIE WES TEACHER, ASSIGNMENT	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
LEARY, KEVIN TIMOTHY SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-07-01 - 2020-08-01
LEININGER, VICTORIA A WES TEACHER, ASSIGNMENT	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
LEWIS, JO ANN TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
LITTLE, CHARLES EDWARD TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
LUECKERT, MICHAEL THOMAS SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-07-01 - 2020-08-01
MALY, KELLY LYNN SPC TEACHER, ASSIGNMENT	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01
MATZ, MELISSA ANNE LJH SUMR TCH, MATHEMATICS, SR	Lakeside Junior High	Effective 2020-07-01 - 2020-08-01
MCCLAIN, AMY LYNN POE TEACHER, ASSIGNMENT	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
MERCER, MONICA JEAN LANG POE TEACHER, ASSIGNMENT	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
METCALFE, STACY RENE CEB TEACHER, ASSIGNMENT	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
MILLER, TAMMY DEE POE MISC AFT HRS OTHER	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
MILLER, VICTORIA LIEN SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-07-01 - 2020-08-01
MOORE, SHARON HOWARD SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-07-01 - 2020-08-01
MUMPOWER, CHRISTINA LEE SPC MISC AFT HRS OTHER	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01
NEBESNYK, HEIDI RENE MCE TEACHER, ASSIGNMENT	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
ODONNELL, CAITLIN PATRICIA CEB TEACHER, ASSIGNMENT	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
ORTIZ-GRACIA, WALESKA SBJ MISC AFT HRS OTHER	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
QUELETTE, ALYSSA CORINE CEB MISC AFT HRS OTHER	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
PARKER, MELISSA JEAN SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-07-01 - 2020-08-01
PATERNOSTER, DAWN MARIE SPC TEACHER, ASSIGNMENT	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01
PHILMON, BECKY OLSON TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
PIERSON, DAWN C SPC MISC AFT HRS OTHER	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01

## MISCELLANEOUS ACTIONS

## A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
PITTMAN, JUDYTH VERNECIA OHS SUMR TCH, MATHEMATICS, SR	Oakleaf High School	Effective 2020-07-01 - 2020-08-01
POOR, GOVINDA DEVIDASI SPC TEACHER, ASSIGNMENT	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01
PUGH, MELISSA ANN MCE TEACHER, ASSIGNMENT	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
RANDOLPH, SVETLANA M CEB MISC AFT HRS OTHER	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
RAY, KATHERINE FRENCH MCE TEACHER, ASSIGNMENT	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
REGAS, TROY STEPHEN OLJ SUMR TCH, MATHEMATICS, SR	Oakleaf Junior High School	Effective 2020-07-01 - 2020-08-01
RENICK, NINA N POE MISC AFT HRS OTHER	Plantation Oaks Elementary	Effective 2020-07-09 - 2020-08-01
REPPER, KIMBERLI DAWN FIH SUMR TCH, MATHEMATICS, SR	Fleming Island High School	Effective 2020-07-01 - 2020-08-01
ROCKWELL, AMBER DAY SUMMER SCHOOL TEACHER BASIC ED	Instruction-Assistant Supt	Effective 2020-07-01 - 2020-08-01
ROSS, JILLMARIE A MCE TEACHER, ASSIGNMENT	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
RYDEL, KIMBERLY JOY SBJ TEACHER, ASSIGNMENT	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
SANTIAGO, ANGELA D MRE MISC AFT HRS OTHER	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01
SAPP, JOY LYNN MRE TEACHER, ASSIGNMENT	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01
SCHLOFMAN, DANIELLE LITTELL WES TEACHER, ASSIGNMENT	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
SEGERS, TERESA ANN TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
SILVERMAN, DAVID ARMSTRONG LJH SUMR TCH, MATHEMATICS, SR	Lakeside Junior High	Effective 2020-07-01 - 2020-08-01
SMITH, BIRDIEE M CEB TEACHER, ASSIGNMENT	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
SMITH, OLIVIA CELESTE POE TEACHER, ASSIGNMENT	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
SPINELLO, KRISTI EILEEN SBJ TEACHER, ASSIGNMENT	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
STILTNER, LORI A WES MISC AFT HRS OTHER	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
STUTZ, AIMEE LYNNE RHS SUMR TCH, MATHEMATICS, SR	Ridgeview High School	Effective 2020-07-01 - 2020-08-01
SWANSON, JAMEE D POE MISC AFT HRS OTHER	Plantation Oaks Elementary	Effective 2020-07-01 - 2020-08-01
TANG, DEBRA L WES MISC AFT HRS OTHER	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
TAYLOR, KRISTEN BLAIR TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
TERRELL, RACHAEL R WES MISC AFT HRS OTHER	Wilkinson Elementary	Effective 2020-07-01 - 2020-08-01
THOMPSON, MILLICENT R MRE TEACHER, ASSIGNMENT	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01

## MISCELLANEOUS ACTIONS

## A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
TMART, HANANE SBJ MISC AFT HRS OTHER	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
TOUCEY, LEIGHTON NICOLE CEB TEACHER, ASSIGNMENT	Charles E. Bennett Elementary	Effective 2020-07-01 - 2020-08-01
TURNER, SUSAN MAY TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
USRY, LEEANN MRE TEACHER, ASSIGNMENT	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01
VINSON, RILEY K MRE MISC AFT HRS OTHER	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01
WAGER, JOANNE H SBJ MISC AFT HRS OTHER	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
WAGNER, AMANDA LEA MRE MISC AFT HRS OTHER	Mcrae Elementary	Effective 2020-07-01 - 2020-08-01
WALKER, SARAH KAITLIN SBJ TEACHER, ASSIGNMENT	S. Bryan Jennings Elementary	Effective 2020-07-01 - 2020-08-01
WALL, CANDIDA MARIE TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
WALLS, MELANIE DAWN KHH SUMR TCH, MATHEMATICS, SR	Keystone Heights High School	Effective 2020-07-01 - 2020-08-01
WHITE, MICHELE LYNN MCE TEACHER, ASSIGNMENT	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
WHITESIDE, KIMBERLY JO TRN MISC AFT HRS OTHER	Transportation	Effective 2020-07-01 - 2020-08-01
WILLIAMS, ROBBIN S MCE TEACHER, ASSIGNMENT	Montclair Elementary	Effective 2020-07-01 - 2020-08-01
WOOLFLEY, NANCY R SPC MISC AFT HRS OTHER	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01
WRIGHT, LEANNE MADISON SPC MISC AFT HRS OTHER	Swimming Pen Creek Elem	Effective 2020-07-01 - 2020-08-01

**IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2020-2021**

**B. COMMUNITY EDUCATION**

**Appointments**

NONE

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**IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2020-2021**

**C. ADULT EDUCATION**

**Appointments**

NONE

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**V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2019-2020**

**A. SUBSTITUTE TEACHER APPROVAL**

**Appointments**

NONE

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**V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2020-2021**

**A. SUBSTITUTE TEACHER APPROVAL**

**Appointments**

NONE

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## VI. Support Actions

### A. APPOINTMENT

<b>Name/Assignment</b>	<b>Site</b>	<b>Action/Effective</b>
BENEDICT, HARRY THOREAU BAF WAREHOUSER 12 MO SU	Business Affairs	Effective 2020-06-23 12 MO SU / Annual
CORNWELL, DONALD R KHE CUSTODIAN 12 MO SU	Keystone Heights Elementary	Effective 2020-06-22 12 MO SU / Annual
DEWITT, SEAN KEVIN CAFE/KITCHEN EQUIP TECH 12 MO SU	Division of Support Svcs	Effective 2020-06-11 12 MO SU / Annual
GRIFFIS, MELISSA ANN CHE CUSTODIAN 12 MO SU	Clay Hill Elementary	Effective 2020-06-22 12 MO SU / Annual
GRIGOROVA, TODORKA VASILEVA OPJ CUSTODIAN 12 MO SU	Orange Park Jr High	Effective 2020-06-17 12 MO SU / Annual
LEE, ROBERT EUGENE SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2020-06-11 12 MO SU / AC Safety and Security
WHITAKER, EMILEE BROOKE TBE CUSTODIAN 12 MO SU	Thunderbolt Elementary	Effective 2020-06-29 12 MO SU / Annual

**VI. Support Actions**

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**B. RE-APPOINTMENT**

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

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**C. RE-DESIGNATION**

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

**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	
NELSON, NICOLE PHILLIPS HMR DATA ENTRY/RECORDS TECHNIC CONFIDEN	Human Resources	EFFECTIVE 2020-06-22 TRANSFER FROM WES 1.0 ISS ASST

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## VI. Support Actions

### E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<b>Name/Assignment</b>	<b>Site</b>	<b>Effective/Action</b>
0.9	ANDERSON, LAYSHA R CGE BEHAVIORAL HEALTH ASST 9 MON SU	Coppergate Elementary	Effective 2020-06-03 CONCLUDE EMPLOYMENT
	ARRIETA, MARIA ISABEL SUPPORT - CWL 9 M0 188 LNG TRM	COUNTY-WIDE LEAVE	Effective 2020-06-02 CONCLUDE EMPLOYMENT
0.9	BLUM, JENNIFER L SLE CLASSROOM ASSISTANT PREK 9 MON SU	Shadowlawn Elementary	Effective 2020-06-03 RESIGNATION
0.8	BOWMAN, PAMELA FOLK OPE IN SCHOOL SUSPENSION 9 MON SU	Orange Park Elementary	Effective 2020-06-01 RESIGNATION
	BROOKS, ANNETTE MARIE TBE REGISTERED NURSE 10 MONTH	Thunderbolt Elementary	Effective 2020-06-05 RESIGNATION
0.9	BULLARD, MICHELLE B RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	Effective 2020-06-03 RESIGNATION
0.9	CIMINSKI, LINDA LEA LES TITLE I ASSISTANT 9 MON SU	Lakeside Elementary	Effective 2020-06-03 RESIGNATION
0.8	COBBS, CASSANDRA E BLC COMPUTER LAB ASSISTANT 9 MON SU	Bannerman Learning Center	Effective 2020-06-03 RESIGNATION
0.9	EDDINS, LISA F MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2020-06-03 RESIGNATION
	FLORENTINO, JOSE AUGUSTO TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-06-03 CONCLUDE EMPLOYMENT
	FOY, LYNN C FIH CUSTODIAN 12 MO SU	Fleming Island High School	Effective 2020-06-30 CONCLUDE EMPLOYMENT
0.9	FREEMAN, RACHEL ELAINE MCE TITLE I ASSISTANT 9 MON SU	Montclair Elementary	Effective 2020-06-03 RESIGNATION
	GAETA, SUZANNA CLAIRE DOE REGISTERED NURSE 10 MONTH	Discovery Oaks Elementary	Effective 2020-06-05 RESIGNATION
	GRIFFIN, EARL J AES CUSTODIAN 12 MO SU	Doctors Inlet Elementary	Effective 2020-06-03 RESIGNATION
	HERRING, SANDRALENE I DOE CUSTODIAN 12 MO SU	Discovery Oaks Elementary	Effective 2020-06-30 CONCLUDE EMPLOYMENT
	JACKSON, THOMARA ANNMARIE AES CAFE ASSISTANT 4.5 HOURS 9 MON CA	Argyle Elementary	Effective 2020-06-03 CONCLUDE EMPLOYMENT
0.8	KINSEY, BRITTNEY LOUISE SPC GENERIC CLASSROOM	Tynes Elementary	Effective 2020-06-03 RESIGNATION



## VI. Support Actions

### E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	ASSISTAN 9 MON SU		
	LUEDTKE, BRIDGET DAPHNE FIH CUSTODIAN 12 MO SU	Fleming Island High School	Effective 2020-06-29 CONCLUDE EMPLOYMENT
0.9	MOODY, JESSICA L RVE BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview Elementary	Effective 2020-06-03 CONCLUDE EMPLOYMENT
	ROBINSON, VAN E SBJ IN SCHOOL SUSPENSION 9 MON SU	S. Bryan Jennings Elementary	Effective 2020-06-01 CONCLUDE EMPLOYMENT
0.9	SOLOMON, HALEY R WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2020-06-03 RESIGNATION
0.9	TEBEDO, MORGAN E LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2020-06-03 RESIGNATION
0.9	TRAMMELL, KAREN W WEC GENERAL HEALTH ASSISTA 9 MON SU	W.E. Cherry Elementary	Effective 2020-06-03 RESIGNATION
0.9	TUCKER, CHRISTOPHER B ROE BEHAVIORAL HEALTH ASST 9 MON SU	Rideout Elementary	Effective 2020-06-03 CONCLUDE EMPLOYMENT
0.9	VELAZQUEZ, JARED M KHE GENERAL ASSISTANT 9 MON SU	Keystone Heights Elementary	Effective 2020-06-03 RESIGNATION
	WAHL, AMANDA M MRE CAFE ASSISTANT 4.25 HOURS 9 MON CA	Mcrae Elementary	Effective 2020-06-03 CONCLUDE EMPLOYMENT
0.2	WALKER, SHEILA DEANN WJH COMPUTER LAB ASSISTANT 9 MON SU	Wilkinson Jr High	Effective 2020-06-03 RESIGNATION
0.8	WALKER, SHEILA DEANN WJH DROP OUT PREV. CR ASST 9 MON SU	Wilkinson Jr High	Effective 2020-06-03 RESIGNATION
	WENNELL, JOVITA A OVE CUSTODIAN 12 MO SU	Oakleaf Village Elementary	Effective 2020-06-24 CONCLUDE EMPLOYMENT
	WILES, TERESA RHS BOOKKEEPER 12 MO SU	Ridgeview High School	Effective 2020-06-30 CONCLUDE EMPLOYMENT
0.9	WILLIAMS, KRISTINA R POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2020-06-03 RESIGNATION
	WOODS, BRYANT G WJH CUSTODIAN 12 MO SU	Wilkinson Jr High	Effective 2020-06-30 RESIGNATION

**VI. Support Actions**

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**F. SUPPLEMENT**

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<b>Name/Assignment</b>	<b>Site</b>	
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**VI. Support Actions**

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**F. SUPPLEMENT**

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<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>
0.8	ACOSTA, MARIA V OHS ESOL CLASSROOM ASSISTANT 9 MON SU	Oakleaf High School	Effective 2020-08-07 9 MON SU / limited
	BENEDICT, SHANNON NICOLE- PHA WJH MEDIA TECHNICAL ASST 10 MONTH	Wilkinson Jr High	Effective 2020-08-03 10 MONTH / Annual
	BENTLEY, MEGAN ANN RHS CAFE ASSISTANT 3.25 HOURS 9 MON CA	Ridgeview High School	Effective 2020-08-10 9 MON CA / Annual
0.9	BROWN, DANIELLE BRYMER JAN RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2020-08-07 9 MON SU / Annual
	BUSH, TIFFANY RHS VPK CHILD CARE LEAD ASST 10 MONTH	Ridgeview High School	Effective 2020-08-03 10 MONTH / Annual
	CHURCHILL, LARISA E CGE REGISTERED NURSE 10 MONTH	Coppergate Elementary	Effective 2020-08-03 10 MONTH / Annual
0.8	DELEON, JULIA TERESA DIS ESOL CLASSROOM ASSISTANT 9 MON SU	Doctors Inlet Elementary	Effective 2020-08-11 9 MON SU / limited
0.8	DIAZ, NANCIE PES ESOL CLASSROOM ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2020-08-11 9 MON SU / limited
0.8	FUENTES, MARIBEL OPJ ESOL CLASSROOM ASSISTANT 9 MON SU	Orange Park Jr High	Effective 2020-08-07 9 MON SU / limited
	GILES, DONALD E CGE CUSTODIAN 12 MO SU	Coppergate Elementary	Effective 2020-07-01 12 MO SU / Annual
	HARRIS, DARRYON BLAKE DOE CUSTODIAN 12 MO SU	Discovery Oaks Elementary	Effective 2020-07-06 12 MO SU / Annual
	HARRIS, LINA FIE CAFE ASSISTANT 5.75 HOURS 9 MON CA	Fleming Island Elementary	Effective 2020-08-10 9 MON CA / Annual
	HERNANDEZ-ORTIZ, MARIA OHS CAFE ASSISTANT 5 HOURS 9 MON CA	Oakleaf High School	Effective 2020-08-10 9 MON CA / Annual
	HERRERA, ADOLFH CEB ESOL CLASSROOM ASSISTANT 9 MON SU	Charles E. Bennett Elementary	Effective 2020-08-11 9 MON SU / limited
	HILLIS, JOSHUA TODD ITS TECH SPECIALIST 12 MO SU	Information Services	Effective 2020-07-01 12 MO SU / Annual
	HINTON, TRACY LANE	Orange Park Elementary	Effective 2020-08-03

## VI. Support Actions

### A. APPOINTMENT

	<b>Name/Assignment</b>	<b>Site</b>	<b>Action/Effective</b>
	OPE SCHOOL SEC ADMINISTRATION 10 MONTH		10 MONTH / Annual
0.9	JIMENEZ, NORMA MALOTT CGE BEHAVIORAL HEALTH ASST 9 MON SU	Coppergate Elementary	Effective 2020-08-07 9 MON SU / Annual
0.9	JONES JR, KELVIN RAYNARD MBE GENERAL HEALTH ASSISTA 9 MON SU	Middleburg Elementary	Effective 2020-08-07 9 MON SU / Annual
	MCWILLIAMS, JAIMIE LEE SBJ IN SCHOOL SUSPENSION 9 MON SU	S. Bryan Jennings Elementary	Effective 2020-08-11 9 MON SU / Annual
0.8	NEWBERN, ALEXIS LEANN LES IN SCHOOL SUSPENSION 9 MON SU	Lakeside Elementary	Effective 2020-08-11 9 MON SU / Annual
	ORTIZ, MARIA GUDADLUPE RHS CAFE ASSISTANT 5.75 HOURS 9 MON CA	Ridgeview High School	Effective 2020-08-10 9 MON CA / Annual
0.8	ORTS-HERNANDEZ, VIVIAN TES ESOL CLASSROOM ASSISTANT 9 MON SU	Tynes Elementary	Effective 2020-08-11 9 MON SU / limited
0.9	PARKS, KATHRYN LEANNA LES BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Elementary	Effective 2020-08-07 9 MON SU / Annual
0.8	RENN, DOREEN E FIH ESOL CLASSROOM ASSISTANT 9 MON SU	Fleming Island High School	Effective 2020-08-07 9 MON SU / limited
0.9	RODRIGUEZ, CARMEN H POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2020-08-07 9 MON SU / Annual
0.8	RODRIGUEZ, IVELISSE GCJ ESOL CLASSROOM ASSISTANT 9 MON SU	Green Cove Springs Junior High	Effective 2020-08-07 9 MON SU / limited
0.8	RODRIGUEZ, MARIA M CHS ESOL CLASSROOM ASSISTANT 9 MON SU	Clay High	Effective 2020-08-07 9 MON SU / limited
0.8	RODRIGUEZ-TORRES, PAOLANIS MCE ESOL CLASSROOM ASSISTANT 9 MON SU	Montclair Elementary	Effective 2020-08-11 9 MON SU / limited
0.8	ROSS, SARA E DOE ESOL CLASSROOM ASSISTANT 9 MON SU	Discovery Oaks Elementary	Effective 2020-08-11 9 MON SU / limited
0.8	SANTIAGO, THERESA POE ESOL CLASSROOM ASSISTANT 9 MON SU	Plantation Oaks Elementary	Effective 2020-08-11 9 MON SU / limited

## VI. Support Actions

### A. APPOINTMENT

	<b>Name/Assignment</b>	<b>Site</b>	<b>Action/Effective</b>
0.8	SATORNA-STREATY, CARLA E AES ESOL CLASSROOM ASSISTANT 9 MON SU	Argyle Elementary	Effective 2020-08-11 9 MON SU / limited
0.8	SHANNON-COVEY, KATHLEEN NORA SBJ GENERIC CLASSROOM ASSISTANT 9 MON SU	S. Bryan Jennings Elementary	Effective 2020-08-07 9 MON SU / Annual
	SPINKS, JOYCE KATHLEEN CHS CAFE ASSISTANT 4.5 HOURS 9 MON CA	Clay High	Effective 2020-08-10 9 MON CA / Annual
	TABLER, DIANNE ELAINE LAJ CUSTODIAN 12 MO SU	Lake Asbury Junior High School	Effective 2020-07-06 12 MO SU / Annual
0.9	TITCHENELL, JASMINE E OVE GENERAL HEALTH ASSISTANT 9 MON SU	Oakleaf Village Elementary	Effective 2020-08-07 9 MON SU / Annual
0.8	VALVERDE, CLAUDIA PRISCILLA OLJ ESOL CLASSROOM ASSISTANT 9 MON SU	Oakleaf Junior High School	Effective 2020-08-07 9 MON SU / limited
0.8	VELEZ, ALEIXA FIH ESOL CLASSROOM ASSISTANT 9 MON SU	Fleming Island High School	Effective 2020-08-07 9 MON SU / limited
	VIGNE, PATRICIA A PES CAFE ASSISTANT 5 HOURS 9 MON CA	Robert M. Paterson Elementary	Effective 2020-08-10 9 MON CA / Annual
	VILLATORO, ZAIDA MIRIAM MCE CAFE ASSISTANT 3.25 HOURS 9 MON CA	Montclair Elementary	Effective 2020-08-10 9 MON CA / Annual
0.8	WILLIAMS, ROCIO SANCHEZ OPH ESOL CLASSROOM ASSISTANT 9 MON SU	Orange Park High	Effective 2020-08-07 9 MON SU / limited
	WILSON, ROBERT EUGENE OVE CUSTODIAN 12 MO SU	Oakleaf Village Elementary	Effective 2020-07-01 12 MO SU / Annual

## VI. Support Actions

### B. RE-APPOINTMENT

	<b>Name/Assignment</b>	<b>Site</b>	<b>Contract</b>
	BENEDICT, HARRY THOREAU BAF WAREHOUSER 12 MO SU	Business Affairs	12 MO SU / Annual
	CORNWELL, DONALD R KHE CUSTODIAN 12 MO SU	Keystone Heights Elementary	12 MO SU / Annual
	DEWITT, SEAN KEVIN CAFE/KITCHEN EQUIP TECH 12 MO SU	Division of Support Srvc	12 MO SU / Annual
	DOWD, DARRELL S ITS TECH SPECIALIST 12 MO SU	Information Services	12 MO SU / Multi-Year Conditional
	DUKET, SHEILA D LES REGISTERED NURSE 10 MONTH	Lakeside Elementary	10 MONTH / Multi-Year Conditional
0.9	FOUST, SHAYNA N KHE GENERAL ASSISTANT 9 MON SU	Keystone Heights Elementary	9 MON SU / Multi-Year Conditional
	GRIFFIS, MELISSA ANN CHE CUSTODIAN 12 MO SU	Clay Hill Elementary	12 MO SU / Annual
	HUBBARD, BRANDI RAE WES REGISTERED NURSE 10 MONTH	Wilkinson Elementary	10 MONTH / Multi-Year Conditional
	LEE, ROBERT EUGENE SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	12 MO SU / AC Safety and Security
	WHITAKER, EMILEE BROOKE TBE CUSTODIAN 12 MO SU	Thunderbolt Elementary	12 MO SU / Annual
0.9	WILLIAMS, MCKENZIE P SLE GENERAL HEALTH ASSISTA 9 MON SU	Shadowlawn Elementary	9 MON SU / Multi-Year Conditional
0.9	WOOLFLEY, NANCY R OVE GENERAL HEALTH ASSISTA 9 MON SU	Oakleaf Village Elementary	9 MON SU / Annual

## VI. Support Actions

### C. RE-DESIGNATION

	<b>Name/Assignment</b>	<b>Site</b>	<b>Previous</b>
	MARCHAND, NICOLE H FIE ST RECORD SEC 12 MO 12 MO SU	Fleming Island Elementary	EFFECTIVE 2020-07-01 RE- DESIGNATE FROM FIE ADMIN SUPPORT ASST 11 MONTH
	PADGETT, MONICA ELIZABETH BLC SECRETARY 12 MO 12 MO SU	Bannerman Learning Center	EFFECTIVE 2020-07-01 REDESIGNATE FROM BLC SECRETARY 11 MO
0.7	SCHOFIELD, VINCENT JORDAN KHH COMPUTER LAB ASSISTANT 9 MON SU	Keystone Heights High School	EFFECTIVE 2020-08-07 REDESIGNATE FROM .5 COMPUTER LAB ASSISTANT

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**VI. Support Actions**

**D. TRANSFER**

	<b>Name/Assignment</b>	<b>Site</b>	<b>Previous</b>
0.9	BRANCH, MELISSA DANIELLE KHH INSTRUCTIONAL ASSISTANT 9 MON SU	Keystone Heights High School	EFFECTIVE 2020-08-07 TRANSFER FROM KHH .8 ISS ASST .2 COMPUTER LAB ASST
0.9	BURRIS, SEBRINA S LAJ GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Junior High School	EFFECTIVE 2020-08-07 TRANSFER FROM WES .9 TITLE 1 ASST
	CATER, ALESHIA ANNE SLE CAFE ASSISTANT 6.25 HOURS 9 MON CA	Shadowlawn Elementary	EFFECTIVE 2020-08-10 TRANSFER FROM SLE CAFE ASST 5.75 HOURS
0.9	CRAWFORD, AMY G GPE GENERAL ASSISTANT 9 MON SU	Grove Park Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM GPE .8 TITLE 1 ASST
0.9	EVERETT, MENCHU S RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM RHS .9 ESE ASST GENERAL HEALTH
	GADDIS, DONNA M MBE SCHOOL SEC ADMINISTRATION 10 MONTH	Middleburg Elementary	EFFECTIVE 2020-08-03 TRANSFER FROM MBE .9 TITLE 1 ASST
	GREEN, PAMELA J AES ST RECORD SEC 12 MO 12 MO SU	Argyle Elementary	EFFECTIVE 2020-07-01 TRANSFER FROM AES .9 GENERAL ASST
0.9	GYAMERA, PEARL O WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM RVE .9 ESE ASST GENERAL HEALTH
	GYSIN, DONNA K ITS TESTING/ADMIN SUPPORT ASST 12 MO SU	Information Services	Effective 2020-07-08 /transfer from / LJH ST RECORD SEC 12 MO
0.9	HILL, BRITTANY M KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM KHE .9 GENERAL HEALTH ASST
	HOUSEHOLDER, KRISTINA R ESE ADMINISTRATIVE SUP ASST 12 MO SU	Exceptional Student Education	EFFECTIVE 2020-07-01 TRANSFER FROM RHS GENERAL HEALTH ASST
	KEIFER, SUSANN LYNN MHS CAFE ASSISTANT 5 HOURS 9 MON CA	Middleburg High	EFFECTIVE 2020-08-10 TRANSFER FROM MHS CAFE ASST 3 HOURS
0.9	KINNEY, NICHELLE R SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	EFFECTIVE 2020-08-07 TRANSFER FROM SPC .8 CLASSROOM ASST
0.9	KUSHNER, ASHLEY MICHELLE LAJ GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Junior High School	EFFECTIVE 2020-08-07 TRANSFER FROM AES .9 GENERAL ASST
0.9	LEAKEY, LARAMIE RICHELLE MHS BEHAVIORAL HEALTH ASST 9 MON SU	Middleburg High	EFFECTIVE 2020-08-07 TRANSFER FROM BLC .9 BEHAVIORAL HEALTH ASST

## VI. Support Actions

### D. TRANSFER

	Name/Assignment	Site	Previous
0.9	MCCRAY, CASSANDRA P AES GENERAL ASSISTANT 9 MON SU	Argyle Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM POE .9 BEHAVIORAL HEALTH ASST
	MCNEAL, PAMELA SUE LAJ CAFE ASSISTANT 5.25 HOURS 9 MON CA	Lake Asbury Junior High School	EFFECTIVE 2020-08-10 TRANSFER FROM LAJ CAFE ASST 3.75 HOURS
	NELSON, NICOLE PHILLIPS HMR DATA ENTRY/RECORDS TECHNIC CONFIDEN	Human Resources	EFFECTIVE 2020-07-01 TRANSFER FROM WES 1.0 ISS ASST
	PAINTER, REGINA ANN MBE SECRETARY 11 MO 11 MONTH	Middleburg Elementary	EFFECTIVE 2020-07-21 TRANSFER FROM OHS SECRETARY 11 MO
	PEARSON, EILEEN SBJ CUSTODIAN 12 MO SU	Tynes Elementary	Effective 2020-08-03 /transfer from / TES CUSTODIAN
0.9	POWERS, KANDIS L TBE BEHAVIORAL HEALTH ASST 9 MON SU	Thunderbolt Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM POE .9 ESE ASST BEHAVIORAL HEALTH
0.8	RAYMER, SHERRY LYNNE MBE GENERIC CLASSROOM ASSISTAN 9 MON SU	Middleburg Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM MBE .9 TITLE 1 ASST
0.1	RAYMER, SHERRY LYNNE MBE TITLE I ASSISTANT 9 MON SU	Middleburg Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM MBE .9 TITLE 1 ASST
	ROBERTS, RACHEL M LAJ CAFE ASSISTANT 5.5 HOURS 9 MON CA	Grove Park Elementary	Effective 2020-08-10 /transfer from / GPE CUSTODIAN
	SKEEN, MICHELLE MARIE HMR PERSONNEL ASST CONFIDEN	Human Resources	EFFECTIVE 2020-07-01 TRANSFER FROM OPH BOOKKEEPER
0.9	STEINER, REBEKAH LYNN FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM TES .9 BEHAVIORAL HEALTH
	TOUCHTON, VICTORIA J HMR PERSONNEL ASST CONFIDEN	Human Resources	EFFECTIVE 2020-07-01 TRANSFER FROM OPR ADMIN SECRETARY
0.8	WAGNER, AMANDA LEA KHH IN SCHOOL SUSPENSION 9 MON SU	Keystone Heights High School	EFFECTIVE 2020-08-07 TRANSFER FROM MRE TITLE 1 ASST
0.9	WALDEN, COURTNEY LEIGH PES GENERAL ASSISTANT 9 MON SU	Robert M. Paterson Elementary	EFFECTIVE 2020-08-07 TRANSFER FROM PES .8 CLASSROOM ASST
0.8	WELCH, STEPHANIE M RHS IN SCHOOL SUSPENSION 9 MON SU	Ridgeview High School	EFFECTIVE 2020-08-07 TRANSFER FROM RHS .9 BEHAVIORAL HEALTH ASST
	WHITE, BRITTANY K ESE ADMINSTRATIVE SUPPORT ASST 12 MO SU	Exceptional Student Education	EFFECTIVE 07/01/20 TRANSFER FROM LAE CAFE ASST 5 HOURS

## VI. Support Actions

### E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Action/Effective
FORD, TRAVIS LAMAR POE HEAD CUSTODIAN 12 MO SU	Plantation Oaks Elementary	Effective 2020-07-15 RESIGNATION
GRIGOROVA, TODORKA VASILEVA OPJ CUSTODIAN 12 MO SU	Orange Park Jr High	Effective 2020-07-01 CONCLUDE EMPLOYMENT
PESTERFIELD, CHARLES RVE HEAD CUSTODIAN 12 MO SU	Ridgeview Elementary	Effective 2020-07-13 RESIGNATION
SCIANDRA, CARLO ANTHONY SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2020-07-03 RESIGNATION

DRAFT

## VI. Support Actions

## F. SUPPLEMENT

Name/Assignment	Site	Previous
AFLLEJE, ELIZABETH ANN LJH VOLLEYBALL HD JH SUPPLEME	Lakeside Junior High	Appointment
AMBIELLI, STEFANI LYNN WJH TRACK HD JH SUPPLEME	Wilkinson Jr High	Appointment
AMBIELLI, STEFANI LYNN WJH WRESTLING HD JH SUPPLEME	Wilkinson Jr High	Appointment
BISHOP, SHANNON B KHH CHEERLEADING JH SUPPLEME	Keystone Heights Elementary	Appointment
BISHOP, SHANNON B KHH CHEERLEADING JV SUPPLEME	Keystone Heights Elementary	Appointment
BRITT, CHRISTOPHER DEVON GCJ FOOTBALL ASST JH 25% SUPPLEME	Green Cove Springs Junior High	Appointment
BRITT, CHRISTOPHER DEVON GCJ FOOTBALL ASST JH 75% SUPPLEME	Green Cove Springs Junior High	Appointment
BROWN, NATHANIEL OHS BASKETBALL ASST SH SUPPLEME	Oakleaf High School	Appointment
BROWN, NATHANIEL OHS FLAG FOOTBALL HD SH/JH SUPPLEME	Oakleaf High School	Appointment
BUCKLEW, JENNIFER ANN FIH SOFTBALL FP HD SH SUPPLEME	Fleming Island High School	Appointment
CANNON, BURT M LJH BASKETBALL HD JH SUPPLEME	Lakeside Junior High	Appointment
CHAMBERS, TREMERY OHS CHEERLEADING JV SUPPLEME	Argyle Elementary	
CLYBURN, JEROME ANTONIO RHS BASKETBALL HD SH SUPPLEME	Ridgeview High School	Appointment
DAVIS, TRENTIN O RHS FLAG FOOTBALL HD SH/JH SUPPLEME	Ridgeview High School	Appointment
DAVIS, TRENTIN O RHS FOOTBALL HD JV 25% SUPPLEME	Ridgeview High School	Appointment
DAVIS, TRENTIN O RHS FOOTBALL HD JV 75% SUPPLEME	Ridgeview High School	Appointment
DAVIS, TRENTIN O RHS WEIGHTS SUPPLEME	Ridgeview High School	Appointment
DEMENT, ADAM T OPH SOCCER HEAD JV SUPPLEME	Orange Park High	Appointment
DOOLEY, ROBIN J KHE DISCRETIONARY	Keystone Heights Elementary	Appointment

## VI. Support Actions

### F. SUPPLEMENT

	<b>Name/Assignment</b>	<b>Site</b>	<b>Previous</b>
	SUPPLEME		
	EDWARDS, BRIDGET C SBJ SAFETY PATROL SUPPLEME	S. Bryan Jennings Elementary	Appointment
	GARCIA, ROBERT WILLIAM OPH FOOTBALL ASST HS 25% SUPPLEME	Orange Park High	Appointment
	GARCIA, ROBERT WILLIAM OPH FOOTBALL ASST SH 75% SUPPLEME	Orange Park High	Appointment
	GERBER, CHARLES FREDRICK WJH WRESTLING HD JH SUPPLEME	Wilkinson Jr High	Appointment
	HOLDREN, BRANDEN RHS SOCCER HEAD JV SUPPLEME	Ridgeview High School	Appointment
	HOUSTON, KARLENE K OLJ DISCRETIONARY SUPPLEME	Oakleaf Junior High School	
	HUPP, LINDSAY MARIE MHS FRESHMAN CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	JACKSON, JOHN WILLIAM KHH GOLF HD SH SUPPLEME	Keystone Heights High School	Appointment
	KARSHNER-SMITH, MARY LYNN KHH WEIGHTLIFTING HD SH SUPPLEME	Keystone Heights High School	Appointment
0.5	KENNEDY, REBECCA L CHE DISCRETIONARY SUPPLEME	Clay Hill Elementary	Appointment
	KNOTT, STEVEN W KHH WRESTLING ASST SH SUPPLEME	Division Of Support Services	Appointment
0.5	LEASURE, PAULA A CHE DISCRETIONARY SUPPLEME	Clay Hill Elementary	Appointment
	MARSH, PAUL PATRICK OPH SOFTBALL FP HD JV SUPPLEME	Orange Park High	Appointment
0.5	MARTINEZ, MELISSA ELLEN MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	MEYER, JENNIFER KRISTA OHS VOLLEYBALL HD SH SUPPLEME	Oakleaf High School	Appointment
	MOORE, JEFFREY R OPH FOOTBALL HD JV 25% SUPPLEME	Orange Park High	Appointment
	MOORE, JEFFREY R OPH FOOTBALL HD JV 75% SUPPLEME	Orange Park High	Appointment
	MORGAN, KRISTEN L PES DISCRETIONARY SUPPLEME	Robert M. Paterson Elementary	Appointment

## VI. Support Actions

## F. SUPPLEMENT

	<b>Name/Assignment</b>	<b>Site</b>	<b>Previous</b>
	NESMITH, MICHAEL B OPH BASKETBALL HD SH SUPPLEME	Orange Park Jr High	Appointment
	PIMIENTA, CHRISTINE RVE SAFETY PATROL SUPPLEME	Ridgeview Elementary	Appointment
	PONTORE, FRANK J FIH SOCCER HEAD SH SUPPLEME	Fleming Island High School	Appointment
0.5	POWELL, ARINTON D OHS FOOTBALL ASST HS 25% SUPPLEME	Oakleaf High School	Appointment
0.5	POWELL, ARINTON D OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
	POWELL, ARINTON D OHS TRACK ASST SH SUPPLEME	Oakleaf High School	Appointment
	POWELL, NICHOLE CARTER OPH CHEERLEADING VARSITY SUPPLEME	Orange Park High	Appointment
	REED, BRYAN DOUGLAS LAJ FOOTBALL ASST JH 25% SUPPLEME	Information Services	Appointment
	REED, BRYAN DOUGLAS LAJ FOOTBALL ASST JH 75% SUPPLEME	Information Services	Appointment
	RICHARDSON, JENA M OPH GOLF HD SH SUPPLEME	Orange Park High	Appointment
	SALLIOTTE, JENNIFER M OPH STUDENT COUNCIL SH SUPPLEME	Orange Park High	Appointment
	SAUCIER, TAMMY JO DIS SAFETY PATROL SUPPLEME	Doctors Inlet Elementary	
	SCHOFIELD, VINCENT JORDAN KHH BASKETBALL HD SH SUPPLEME	Keystone Heights High School	Appointment
	SCHOFIELD, VINCENT JORDAN KHH FOOTBALL ASST HS 25% SUPPLEME	Keystone Heights High School	Appointment
	SCHOFIELD, VINCENT JORDAN KHH FOOTBALL ASST SH 75% SUPPLEME	Keystone Heights High School	Appointment
	SCHOFIELD, VINCENT JORDAN KHH TRACK HD SH SUPPLEME	Keystone Heights High School	Appointment
	SMITH, DARRELL A LJH FOOTBALL ASST JH 25% SUPPLEME	Division of Support Svcs	Appointment
	SMITH, DARRELL A LJH FOOTBALL ASST JH 75% SUPPLEME	Division of Support Svcs	Appointment
2.0	STUTZ, AUSTIN LEROY RHS GOLF HD SH	Ridgeview High School	Appointment

## VI. Support Actions

### F. SUPPLEMENT

	Name/Assignment	Site	Previous
	SUPPLEME		
0.5	SWARTZWELDER, LYNN M KHH JUNIOR SUPPLEME	Keystone Heights High School	Appointment
	TALLEY, LANDAN GERROD OPH FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Appointment
	TALLEY, LANDAN GERROD OPH FOOTBALL ASST SH 75% SUPPLEME	Ridgeview High School	Appointment
	TALLEY, LANDAN GERROD OPH TRACK ASST SH SUPPLEME	Ridgeview High School	Appointment
	TAYLOR, GLORIA-GRACE OPJ SOFTBALL FP HD JH SUPPLEME	Orange Park High	Appointment
	TOUCHTON, VICTORIA J KHH CHEERLEADING VARSITY SUPPLEME	Human Resources	
	TRIPLETT, REBECCA J MHS STUDENT COUNCIL SH SUPPLEME	Middleburg High	Appointment
	VANGYSEGHEM-HARRISON, REBECCA KHH DISCRETIONARY SUPPLEME	Keystone Heights High School	
	VOIRO, ANTHONY OHS SOFTBALL FP HD SH SUPPLEME	Oakleaf High School	Appointment
	WAGNER, AMANDA LEA KHH SOFTBALL FP HD JH SUPPLEME	Keystone Heights High School	Appointment
	WEISKOPF, RHIANNON M MHS CHEERLEADING VARSITY SUPPLEME	Middleburg High	Appointment
	WILLIAMS, JOEY LEROY FIH BASKETBALL HD SH SUPPLEME	Fleming Island High School	Appointment

August 6, 2020 - Regular School Board Meeting

**Title**

C3 - Alonzo Sign Language Interpreting - Independent Contractor Services Agreement 20/21

**Description**

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

**Gap Analysis**

Alonzo Sign Language Interpreting provides educational interpreters to facilitate communication between students who are deaf or hard of hearing and others, including teachers, related service providers, and peers within the educational environment. They provide the students with communication access by representing classroom instruction, teacher/student dialogue, and relevant sound information in the mode of communication used by the student. Educational Interpreters also help ensure parents who are deaf or hard of hearing are afforded the opportunity to understand the proceedings in IEP team meetings. Interpreters are extremely difficult to hire directly as school board employees. Contracting with Alonzo Sign Language Interpreters ensures that the district meets the IDEA requirements of a free, appropriate public education (FAPE) for all students with disabilities.

**Previous Outcomes**

The district has contracted services with Alonzo Sign Language Interpreting for a number of students and parents who are deaf or hard of hearing since 2011. This organization provides exemplary service to the district.

**Expected Outcomes**

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

**Strategic Plan Goal**

Goal 1: Develop Great Educators and Leaders

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**

Clay County School Board approves Interpreters Services Contract 2020-2021 with Alonzo Sign Language Interpreting, LLC.

**Contact**

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

Terry Roth, Director of ESE. 904-336-6866, terry.roth@myoneclay.net

**Financial Impact**

The projected cost of implementing this contractual agreement is about \$435,000.00.

Funding source: 0100.5200.310.9005.0000

**Review Comments**

**Attachments**

[Alonzo Contract.pdf](#)



# AGREEMENT/CONTRACT REVIEW FORM

BOARD MEETING DATE:

**August 6, 2020**

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

Date Submitted: 7/14/2020

Contract Initiator (Name of Person Overseeing the Contract): **Terry Roth** Telephone Number: **336-6867**

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

Vendor/Contractor Name: **Alonzo Sign Language Interpreting**

Contract Title: **Independent Contractor Services Agreement**

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

Contract Term: **July 1, 2020 - June 30, 2021** Renewal Option(s):

Contract Cost: **\$435,000.00** Payment Schedule: **Monthly**

Funding Source: **0100.5200.310.9005.0000** Purchase Requisition No.: **Pending Opening of 20/21 Budget**

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

Pre-Approved by Superintendent or Designee? Yes  No

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

**CONTRACT REQUIRED DOCUMENTS ("CRD") PACKAGE ATTACHED:**

Completed Contract Review Form

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

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

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

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

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

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

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

Workers' Compensation = \$100,000 Minimum

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

**Approvals**

**Comments**

Approvals	Approved	Denied	Comments
Purchasing Department	Approved	Denied	
Review Date	Approved	Denied	
Risk Management Department	Approved	Denied	
Review Date:	Approved	Denied	
School Board Attorney	Approved	Denied	
Review Date:	Approved	Denied	
Information & Technology Dept.	Approved	Denied	
Review Date:	Approved	Denied	
Other	Approved	Denied	
Review Date:	Approved	Denied	

**SCHOOL BOARD OF CLAY COUNTY, FLORIDA**

**INDEPENDENT CONTRACTOR SERVICES AGREEMENT**

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

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

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

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

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

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

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

3. The term of this Agreement commences as of the date upon which it is fully executed and shall terminate on June 30, 2021 unless earlier terminated as set forth below.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

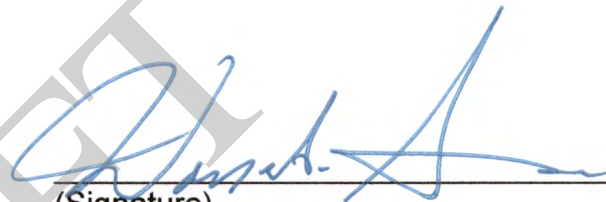


16. To the extent that the District is using federal funds as a source of payment for this Agreement, Contractor shall execute and deliver to the District the following forms: (a) Regulatory Compliance Statement; (b) Certification Regarding Non-Discrimination; (c) Certification Regarding Lobbying; (d)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

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

**AS TO CONTRACTOR:**

Wayne A. Alonzo  
(Printed Name)

  
(Signature)

Owner  
(Title)

7-1-2020  
(Date)

PO Box 351888  
Palm Coast, FL 32135  
(Address)

\_\_\_\_\_  
(Phone number and e-mail)

**AS TO BOARD/DISTRICT:**

\_\_\_\_\_  
(Printed Name)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Phone number and e-mail)

INDEPENDENT CONTRACTOR  
WORKERS COMPENSATION ACKNOWLEDGEMENT

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

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

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

3. The undersigned has a different federal employer identification number than the District or is a sole proprietor who is not required to obtain a federal employer identification number under state or federal regulations.

4. The undersigned receives compensation for services rendered or work performed, and such compensation is paid to a business rather than to an individual.

5. The undersigned holds at least one bank account in the name of the undersigned business entity for the purposes of paying business expenses or other expenses related to the services rendered or work performed for the District.

6. The undersigned performs work or is able to perform work for entities other than the District at the undersigned's election without the necessity of completing an employment application or process.

7. The undersigned receives compensation for work or services rendered on a competitive-bid basis or completion-of-task basis or set of tasks as defined by a contract, unless a contractual agreement expressly states that an employment relationship exists.



8. The undersigned either provides its own workers compensation coverage or has elected to be exempt from workers compensation coverage.

9. The undersigned has provided proof of other insurance, including liability insurance, to the District in the amounts required by the District.

10. I have had an opportunity to review this acknowledgement and consult with an attorney before signing same. I am freely and knowingly signing this acknowledgement on the date indicated below.

11. I understand that the District is relying upon the truthfulness and accuracy of my representations in this acknowledgement as a material basis for the District entering into an independent contractor relationship with me.

Name of Vendor/Contractor: Alonzo Sign Language Interpreting, LLC

Signature of Authorized Representative: Wayne A. Alonzo

Printed Name of Authorized Representative: Wayne A. Alonzo

Title of Authorized Representative: Owner

Date: 7-1-2020

## **MANDATORY CERTIFICATIONS: CONTRACTS SUPPORTED BY FEDERAL FUNDS**

The purpose of this document is to ensure Contractor compliance with local, state, and federal regulations which apply to Contractor agreements whereby The School Board of Clay County, Florida ("School Board")/Clay County District Schools ("CCDS") provides payment from federal funding sources. By signing the following certifications and statements, the Contractor affirms its/his/her compliance with such regulations (as described below) throughout the term of an agreement with the School Board.

### **REGULATORY COMPLIANCE STATEMENT**

1. The Contractor agrees to allow CCDS, a federal granting agency, the Comptroller General of the United States or Florida, or any of their duly authorized representatives reasonable access to Contractor's books, documents, papers, and records which are directly pertinent to the contract for the purpose of making audit, examination, excerpts and transcriptions.
2. The Contractor agrees to maintain all records related to this agreement for a period of three years after the final payment for the agreement and after all other matters are closed.
3. The Contractor affirms that it is equal opportunity and affirmative action employer and shall comply with all applicable federal, state and local laws and regulations including, but not limited to: Executive Order 11246 as amended by 11375 and 12086; 12138; 11625; 11758; 12073; the Rehabilitation Act of 1973, as amended; the Vietnam Era Veterans Readjustment Assistance Act of 1975; Civil Rights Act of 1964; Equal Pay Act of 1963; Age Discrimination Act of 1967; Immigration Reform and Control Act of 1986; Public Law 95-507; the Americans with Disabilities Act; 41 CFR Part 60 and any additions or amendments thereto.
4. The Contractor agrees to a provision for non-appropriations, whereby the contract will terminate if sufficient funds are not appropriated in any given fiscal year to allow CCDS to sustain the cost (if applicable).
5. The Contractor agrees to properly complete and submit to CCDS a federal debarment certification form for each renewal year of the Contract, if renewals apply.
6. The Contractor agrees to properly complete and submit to CCDS a non-collusion affidavit.
7. The Contractor agrees to properly complete and submit to CCDS a federal drug free workplace certification form.
8. The Contractor agrees CCDS may terminate the contract at any time for any reason. If terminated for cause, the Contractor agrees CCDS may seek remedies for damages, if applicable.

9. The Contractor agrees to comply with all applicable environmental standards, orders or requirements.

**PUBLIC ENTITY CRIME BAR:** A PERSON OR AFFILIATE WHO HAS BEEN PLACED ON THE CONVICTED VENDOR LIST FOLLOWING A CONVICTION FOR A PUBLIC ENTITY CRIME MAY NOT SUBMIT A PROPOSAL ON A CONTRACT TO PROVIDE ANY GOODS OR SERVICES TO A PUBLIC ENTITY, MAY NOT SUBMIT A PROPOSAL ON A CONTRACT WITH A PUBLIC ENTITY FOR THE CONSTRUCTION OR REPAIR OF A PUBLIC BUILDING OR PUBLIC WORK, MAY NOT SUBMIT PROPOSALS ON LEASES OF REAL PROPERTY TO A PUBLIC ENTITY, MAY NOT BE AWARDED OR PERFORM WORK AS A CONTRACTOR, SUPPLIER, SUBCONTRACTOR, OR CONSULTANT UNDER A CONTRACT WITH A PUBLIC ENTITY, AND MAY NOT TRANSACT BUSINESS WITH ANY PUBLIC ENTITY IN EXCESS OF THE THRESHOLD AMOUNT PROVIDED IN SECTION 287.017, FOR CATEGORY TWO FOR A PERIOD OF 36 MONTHS FROM THE DATE OF BEING PLACED ON THE CONVICTED VENDOR LIST.

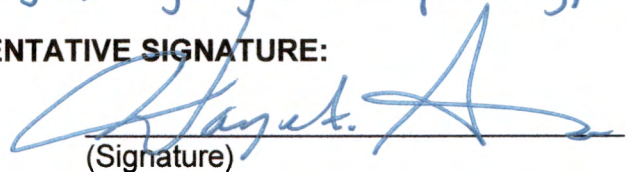
**DISCRIMINATORY VENDOR BAR:** AN ENTITY OR AFFILIATE WHO HAS BEEN PLACED ON THE DISCRIMINATORY VENDOR LIST MAY NOT SUBMIT A BID ON A CONTRACT TO PROVIDE GOODS OR SERVICES TO A PUBLIC ENTITY, MAY NOT SUBMIT A BID ON A CONTRACT WITH A PUBLIC ENTITY FOR THE CONSTRUCTION OR REPAIR OF A PUBLIC BUILDING OR PUBLIC WORK, MAY NOT SUBMIT BIDS ON LEASES OF REAL PROPERTY TO A PUBLIC ENTITY, MAY NOT AWARD OR PERFORM WORK AS A CONTRACTOR, SUPPLIER, SUBCONTRACTOR, OR CONSULTANT UNDER CONTRACT WITH ANY PUBLIC ENTITY, AND MAY NOT TRANSACT BUSINESS WITH ANY PUBLIC ENTITY.

**THE FOREGOING IS ACKNOWLEDGED AND AGREED TO BY THE CONTRACTOR.**

**CONTRACTOR NAME:** Alonzo Sign Language Interpreting, LLC

**AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:**

Wayne A. Alonzo  
(Printed Name)

  
(Signature)

Owner  
(Title)

7-1-2020  
(Date)

**CERTIFICATION REGARDING NON-DISCRIMINATION**

THE UNDERSIGNED ASSURES THAT IT SHALL COMPLY WITH:

- A. TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, 42 U.S.C. 2000d ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN.
- B. SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED, 20 U.S.C. 794, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF HANDICAP.
- C. TITLE IV OF THE EDUCATION AMENDMENTS OF 1972, AS AMENDED, 20 U.S.C. 1681 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF SEX.
- D. THE AGE DISCRIMINATION ACT OF 1975, AS AMENDED, 42 U.S.C. 6101 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF AGE.
- E. SECTION 654 OF THE OMNIBUS BUDGET RECONCILIATION ACT OF 1981, AS AMENDED, 42 U.S.C. 9849, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, POLITICAL AFFILIATION OR BELIEFS.
- F. THE AMERICANS WITH DISABILITIES ACT OF 1990, P.L. 101-336, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF DISABILITY AND REQUIRES REASONABLE ACCOMMODATION FOR PERSON WITH DISABILITIES.
- G. ALL REGULATIONS, GUIDELINES, AND STANDARDS AS ARE NOW OR MAY BE LAWFULLY ADOPTED UNDER THE ABOVE STATUTES.

THE VENDOR AGREES THAT ITS GOOD FAITH PROVISION OF THIS ASSURANCE AND CERTIFICATION CONSTITUTES A CONDITION PRECEDENT TO RECEIVING PAYMENT UNDER THIS CONTRACT/PURCHASE ORDER AND THAT IT IS BINDING UPON THE VENDOR FOR THE PERIOD DURING WHICH SERVICES/PRODUCTS ARE PROVIDED.

**CONTRACTOR NAME:** Alonzo Sign Language Interpreting, LLC

**AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:**

Wayne A. Alonzo  
(Printed Name)

Wayne A. Alonzo  
(Signature)

Owner  
(Title)

7-1-2020  
(Date)

**CERTIFICATION REGARDING LOBBYING**

THE UNDERSIGNED CERTIFIES, TO THE BEST OF HIS OR HER KNOWLEDGE AND BELIEF, THAT:

1. NO FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID BY OR ON BEHALF OF THE UNDERSIGNED, TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE AWARDED OF ANY FEDERAL CONTRACT, THE MAKING OF ANY FEDERAL GRANT, THE MAKING OF ANY FEDERAL LOAN, THE ENTERING INTO OF ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT, OR MODIFICATION OF ANY FEDERAL CONTRACT, GRANT, LOAN OR COOPERATIVE AGREEMENT.

2. IF ANY FUNDS OTHER THAN FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THIS FEDERAL CONTRACT, GRANT, LOAN, OR COOPERATIVE AGREEMENT, THE UNDERSIGNED SHALL COMPLETE AND SUBMIT STANDARD FORM-LLL, "DISCLOSURE FORM TO REPORT LOBBYING," IN ACCORDANCE WITH ITS INSTRUCTIONS.

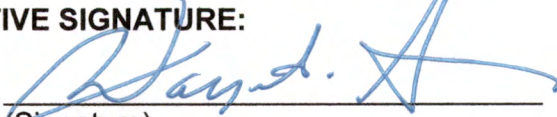
3. THE UNDERSIGNED SHALL REQUIRE THAT THE LANGUAGE OF THIS CERTIFICATION BE INCLUDED IN THE AWARD DOCUMENTS FOR ALL SUB-AWARDS AT ALL TIERS (INCLUDING SUBCONTRACTS, SUB-GRANTS AND CONTRACT UNDER GRANTS, LOANS, AND COOPERATIVE AGREEMENTS) AND THAT ALL SUB-RECIPIENTS SHALL CERTIFY AND DISCLOSE ACCORDINGLY.

THIS CERTIFICATION IS A MATERIAL REPRESENTATION OF FACT UPON WHICH RELIANCE WAS PLACED WHEN THIS TRANSACTION WAS MADE OR ENTERED INTO. SUBMISSION OF THIS CERTIFICATION IS A PREREQUISITE FOR MAKING OR ENTERING INTO THIS TRANSACTION. ANY PERSON WHO FAILS TO FILE THE REQUIRED CERTIFICATION SHALL BE SUBJECT TO CIVIL PENALTY FOR EACH SUCH FAILURE.

**CONTRACTOR NAME:** Alonzo Sign Language Interpreting, LLC

**AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:**

Wayne A. Alonzo  
(Printed Name)

  
(Signature)

Owner  
(Title)

7-1-2020  
(Date)



**DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

AS REQUIRED BY EXECUTIVE ORDER 12549, DEBARMENT AND SUSPENSION, AND IMPLEMENTED AT 34 CFR PART 85, FOR PROSPECTIVE PARTICIPANTS IN PRIMARY COVERED TRANSACTIONS, AS DEFINED AT 34 CFR PART 85, SECTION 95.105 AND 85.110, THE BIDDER/CONTRACTOR CERTIFIES THAT IT AND ITS PRINCIPALS:

A. ARE NOT PRESENTLY DEBARRED, SUSPENDED, PROPOSED FOR DEBARMENT, DECLARED INELIGIBLE, OR VOLUNTARILY EXCLUDED FROM COVERED TRANSACTIONS BY ANY FEDERAL DEPARTMENT OR AGENCY;

B. HAVE NOT WITHIN A THREE YEAR PERIOD PRECEDING THIS INVITATION TO BID BEEN CONVICTED OF OR HAD CIVIL JUDGMENT RENDERED AGAINST THEM FOR COMMISSION OF FRAUD OR A CRIMINAL OFFENSE IN CONNECTION WITH OBTAINING OR ATTEMPTING TO OBTAIN, OR PERFORMING A PUBLIC (FEDERAL, STATE OR LOCAL) TRANSACTION OR CONTRACT UNDER A PUBLIC TRANSACTION: VIOLATION OF FEDERAL OR STATE ANTITRUST STATUTES OR COMMISSION OF EMBEZZLEMENT, THEFT, FORGERY, BRIBERY, FALSIFICATION OR DESTRUCTION OF RECORDS, MAKING FALSE STATEMENTS, OR RECEIVING STOLEN PROPERTY;

C. ARE NOT PRESENTLY INDICATED FOR OR OTHERWISE CRIMINALLY OR CIVILLY CHARGED BY A GOVERNMENT ENTITY (FEDERAL, STATE OR LOCAL) WITH COMMISSION OF PAYING FEDERAL FUNDS OR SHALL PAY FEDERAL FUNDS BY OR ON BEHALF OF THE UNDERSIGNED TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE MAKING OF ANY FEDERAL GRANT, THE ENTERING INTO ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT OR MODIFICATION OF ANY FEDERAL GRANT OR COOPERATIVE AGREEMENT; AND

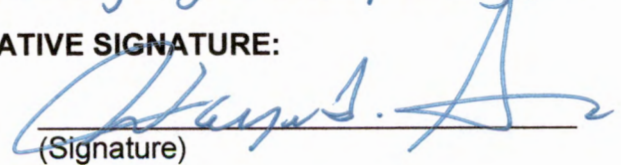
D. HAVE NOT WITHIN A THREE YEAR PERIOD PRECEDING THIS INVITATION TO BID HAD ONE OR MORE PUBLIC TRANSACTION (FEDERAL, STATE OR LOCAL) TERMINATED FOR CAUSE OR DEFAULT.

AS A DULY AUTHORIZED REPRESENTATIVE OF THE COMPANY OR INDIVIDUAL SUBMITTING THIS CONTRACT OR BID PACKAGE OR RESPONSE TO RFP, I HEREBY CERTIFY THAT SAID COMPANY OR INDIVIDUAL FULLY COMPLIES WITH THE CONDITIONS AND REQUIREMENTS HEREIN STATED.

**CONTRACTOR NAME:** Alonzo Sign Language Interpreting, LLC

**AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:**

Wayne A. Alonzo  
(Printed Name)

  
(Signature)

Owner  
(Title)

7-1-2020  
(Date)

**DRUG-FREE WORKPLACE CERTIFICATION**

Preference shall be given to vendors/contractors certifying their compliance with a drug-free workplace in accordance with Section 287.087, Fla. Stat., as follows:

**IDENTICAL TIE BIDS** – A bid or contract received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedure for processing tie bids shall be followed if none of the tied vendors has a drug-free workplace program. To obtain such preference, a business shall:

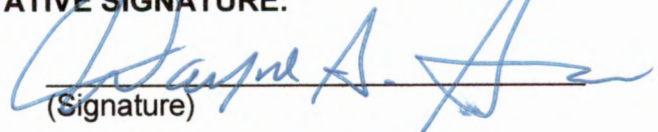
1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions what shall be taken against employee for violations of such prohibition.
2. Inform employees about the dangers of drug abuse in the workplace, the business’s policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee shall abide by the terms of the statement and shall notify the employer of any conviction or plea of guilty or no contest to any violation of Chapter 893 or of any controlled substance laws of the United States or the State of Florida, for a violation occurring in the workplace no later than five (5) days after such conviction.
5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee’s community, by any employee who is so convicted.
6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

I certify that this firm complies fully with the above requirements.

**CONTRACTOR NAME:** Alonzo Sign Language Interpreting, LLC

**AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:**

Wayne A. Alonzo  
(Printed Name)

  
(Signature)

Owner  
(Title)

7-1-2020  
(Date)

**NON-COLLUSION AFFIDAVIT**

STATE OF FLORIDA     )  
COUNTY OF CLAY     )

My name is (INSERT NAME Wayne A. Alonzo). I hereby attest that I am authorized to execute this affidavit on behalf of my firm, its owners, directors, and officers. I have personal knowledge of the price(s), guarantees and the total financial commitment represented in the firm's offer and/or contract.

(1) The firm's prices and amounts offered have been arrived at independently and without consultation, communication or agreement with any other contractor or respondent.

(2) Neither the final nor approximate prices or amounts offered have been disclosed to any other firm or person who is a respondent or potential respondent, nor were they disclosed prior to opening of offers.

(3) The offer from my firm is made in good faith and no attempt has been made to induce any firm or person to refrain from submitting an offer, or to submit an offer higher than our offer, or to submit any intentionally high or noncompetitive offer or other form of complementary offer.

(4) (INSERT NAME OF COMPANY Alonzo Sign Language Interpreting, LLC) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (INSERT NAME OF COMPANY Alonzo Sign Language Interpreting, LLC) understands and acknowledges that the above representations are material and important, and will be relied on by the School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein stated shall be treated as intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: Wayne A. Alonzo

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Wayne A. Alonzo  
(Printed Name)

[Signature]  
(Signature)

Owner  
(Title)

7-1-2020  
(Date)

*Mandatory Certifications, May 2018, SBAO (web)*





CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
7/6/2020

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).

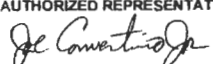
PRODUCER <b>CH Insurance Brokerage Services Co., Inc.</b> 100 S. Salina St. Suite 370 Syracuse, NY 13202		CONTACT NAME: <b>Caroline Touse</b> PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS: <b>CTouse@chinsurance.cc</b>	
		INSURER(S) AFFORDING COVERAGE	
		INSURER A : <b>Philadelphia Ins Cos.</b>	
		INSURER B :	
		INSURER C :	
		INSURER D :	
		INSURER E :	
		INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE		ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X	<b>COMMERCIAL GENERAL LIABILITY</b>							
		CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	X		PHPK2151783	7/1/2020	7/1/2021	EACH OCCURRENCE	\$ 1,000,000
								DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 100,000
								MED EXP (Any one person)	\$ 5,000
								PERSONAL & ADV INJURY	\$ 1,000,000
								GENERAL AGGREGATE	\$ 3,000,000
								PRODUCTS - COM/OP AGG	\$ 3,000,000
		GEN'L AGGREGATE LIMIT APPLIES PER:							
		X POLICY <input type="checkbox"/> PROJ <input type="checkbox"/> LOC							
		OTHER:							
A		<b>AUTOMOBILE LIABILITY</b>							
		ANY AUTO OWNED AUTOS ONLY			PHPK2151783	7/1/2020	7/1/2021	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
		Hired Autos Only						BODILY INJURY (Per person)	\$
		SCHEDULED AUTOS						BODILY INJURY (Per accident)	\$
		NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	\$
A	X	<b>UMBRELLA LIAB</b>							
		EXCESS LIAB			PHUB728933	7/1/2020	7/1/2021	EACH OCCURRENCE	\$ 1,000,000
		DED <input checked="" type="checkbox"/> RETENTION \$ 10,000						AGGREGATE	\$ 1,000,000
		WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE	
		ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y/N	N/A				OTHER	
		If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. EACH ACCIDENT	\$
A		<b>Professional Liab.</b>			PHPK2151783	7/1/2020	7/1/2021	E.L. DISEASE - EA EMPLOYEE	\$
A		<b>Professional Liab.</b>			PHPK2151783	7/1/2020	7/1/2021	E.L. DISEASE - POLICY LIMIT	\$
								Each Claim	1,000,000
								Aggregate	3,000,000

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

CERTIFICATE HOLDER  <b>Additional Insured          School Board of Clay County          23 S. Green St.          Green Cove Springs, FL 32043</b>	CANCELLATION  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE  



# CERTIFICATE OF INSURANCE

**SUCH INSURANCE AS RESPECTS THE INTEREST OF THE CERTIFICATE HOLDER NAMED BELOW WILL NOT BE CANCELED OR OTHERWISE TERMINATED WITHOUT GIVING 10 DAYS PRIOR WRITTEN NOTICE TO THE CERTIFICATE HOLDER, BUT IN NO EVENT SHALL THIS CERTIFICATE BE VALID MORE THAN 30 DAYS FROM THE DATE WRITTEN. THIS CERTIFICATE OF INSURANCE DOES NOT CHANGE THE COVERAGE PROVIDED BY ANY POLICY DESCRIBED BELOW.**

- This certifies that:  STATE FARM MUTUAL AUTOMOBILE INSURANCE COMPANY of Bloomington, Illinois  
 STATE FARM FIRE AND CASUALTY COMPANY of Bloomington, Illinois  
 STATE FARM COUNTY MUTUAL INSURANCE COMPANY OF TEXAS of Dallas, Texas  
 STATE FARM INDEMNITY COMPANY of Bloomington, Illinois, or  
 STATE FARM GUARANTY INSURANCE COMPANY of Bloomington, Illinois

has coverage in force for the following Named Insured as shown below:

NAMED INSURED: WAYNE ALONZO							
ADDRESS OF NAMED INSURED: 23 BUD SHIRE LANE PALM COAST, FL 32137							
POLICY NUMBER	E93-2050-F15-59	970-6354-F27-59D	154-7484-C06-59				
EFFECTIVE DATE OF POLICY	06/15/20-12/15/20	06/27/20-12/27/20	03/06/20-09/06/20				
DESCRIPTION OF VEHICLE (Including VIN)	2010 FORD F150 1FTEW1C86AFD50937	2000 FORD MUSTANG 1FAFP4043YF176605	2020 KIA SEDONA KNDMB5C17L6624960				
LIABILITY COVERAGE	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
LIMITS OF LIABILITY							
a. Bodily Injury							
Each Person	\$1,000,000	\$1,000,000	\$1,000,000				
Each Accident	\$1,000,000	\$1,000,000	\$1,000,000				
b. Property Damage							
Each Accident	\$1,000,000	\$1,000,000	\$1,000,000				
c. Bodily Injury & Property Damage Single Limit							
Each Accident							
PHYSICAL DAMAGE COVERAGES	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
a. Comprehensive	\$ 250 Deductible	\$ 250 Deductible	\$ 250 Deductible	\$ Deductible	\$ Deductible	\$ Deductible	\$ Deductible
b. Collision	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO \$ 250 Deductible	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO \$ 250 Deductible	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO \$ 500 Deductible	<input type="checkbox"/> YES <input type="checkbox"/> NO \$ Deductible	<input type="checkbox"/> YES <input type="checkbox"/> NO \$ Deductible	<input type="checkbox"/> YES <input type="checkbox"/> NO \$ Deductible	<input type="checkbox"/> YES <input type="checkbox"/> NO \$ Deductible
EMPLOYERS NON-OWNED CAR LIABILITY COVERAGE	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
HIRED CAR LIABILITY COVERAGE	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
FLEET - COVERAGE FOR ALL OWNED AND LICENSED MOTOR VEHICLES	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

<i>Mollie Murphy</i> Signature of Authorized Representative	Office Rep Title	59-6368 Agent's Code Number	07/01/20 Date
Name and Address of Certificate Holder Additional Insured: School Board of Clay County Florida 23 Green Street Green Cove Springs, Florida 32043	Name and Address of Agent JANET TILLMAN 56 GROVE AVE ST AUGUSTINE, FL 32084		

INTERNAL STATE FARM USE ONLY:  Request permanent Certificate of Insurance for liability coverage.  
 Request Certificate Holder to be added as an Additional Insured.

122429.3 Rev. 07-26-2005

August 6, 2020 - Regular School Board Meeting

**Title**

C4 - Advertise the 2019-2020 through 2021-2022 Special Policies and Procedures (SP&P) Manual and set the Public Hearing for October 1, 2020.

**Description**

The Exceptional Student Education Special Policies and Procedures (SP&P) document provides information regarding the implementation of state and local policies. It is required under ESE Florida Statutes and is necessary for a district to be eligible for state or federal funding for special education and related services for exceptional students.

**Gap Analysis**

Adopting the Special Policies and Procedures (SP&P) document ensures Clay County is in compliance with statutes and regulations regarding the Education of Students with Disabilities.

**Previous Outcomes**

The Special Policies and Procedures (SP&P) document is in force for a multi-year cycle. The SP&P will cover 2019-2020 through 2021-2022 school years. Each covered period has previously been presented for adoption by the School Board of Clay County.

**Expected Outcomes**

Approval of the Special Policies and Procedures (SP&P) document by the School Board of Clay County will continue the cycle of compliance with the Florida Department of Education.

**Strategic Plan Goal**

Strategic Goal 1 Develop Great Educators and Leaders

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**

Advertise the 2019-2020 through 2021-2022 Special Policies and Procedures (SP&P) Manual and set the Public Hearing for October 1, 2020.

**Contact**

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

Terry Roth, Director, Exceptional Student Education, 904-336-6866, terry.roth@myoneclay.net

**Financial Impact**

No financial impact.

**Review Comments**

**Attachments**

- Ⓞ [2019-2020 SP&P\\_ Clay.pdf](#)
- Ⓞ [SIGNATURE PAGE-2019-2022 \(fillable\) \(1\).pdf](#)
- Ⓞ [19-20 Revisions to SP&P Manual.pdf](#)
- Ⓞ [Approval to Adv SP&P Manual.pdf](#)

**FLORIDA DEPARTMENT OF EDUCATION**

**DIVISION OF K-12 PUBLIC SCHOOLS**

**BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES**

**School District**

**Clay**

**EXCEPTIONAL STUDENT EDUCATION  
POLICIES AND PROCEDURES (SP&P)**

**EFFECTIVE DATE:**

**2019-2020 through 2021-2022**

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## **Part I. General Policies and Procedures**

### **Section A.1: Legal Requirements for General Policies and Procedures**

#### **Statutory and Regulatory Citations**

Title 34 Code of Federal Regulations(CFR) § 300.641

Sections 1003.57, 1003.571, and 1003.573, Florida Statutes(F.S.)

Rules 6A - 6.03411 and 69A - 58.0084, Florida Administrative Code(F.A.C.)

#### **Requirement Related to ESE Policies and Procedures**

For a school district to be eligible to receive state or federal funding for specially designed instruction and related services for exceptional students, it shall do the following:

1. Develop a written statement of policies and procedures for providing an appropriate program of specially designed instruction and related services for exceptional students
2. Submit its written statement of policies and procedures to the Bureau of Exceptional Education and Student Services (Bureau) for approval
3. Report to FDOE the total number of students in the school district receiving instruction in each special program for exceptional students in the manner prescribed by FDOE

The IDEA corresponding federal regulations, state statutes, and State Board of Education rules relating to special programs for exceptional students serve as criteria for the review and approval of the district's SP&P document.

The school district will submit the SP&P document in accordance with the timelines established in s. 1003.57, F.S., s. 1003.573, F.S., and Rule 6A-6.03411, F.A.C.

## Section A.2: Legal Requirement Related to the Use of Restraint and Seclusion

### District and School-Based Standards for Documenting, Reporting, and Monitoring the Use of Manual, Physical, or Mechanical Restraint and Seclusion Developed by the FDOE

#### District Level Standards

##### Districts shall:

- Have written procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have policies and procedures for restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Have training for personnel on the use of restraint and seclusion and maintain records of such trainings. The records maintained should include, but not be limited to:
  - Names of personnel trained
  - Description of training received
  - Dates of trainings
- Have a written plan for reducing restraint and seclusion

#### District Monitoring Standards

##### Districts shall:

- Have written policies and procedures for monitoring the use of restraint and seclusion for students with disabilities at the classroom, building, school, and district levels.
- Have a plan for reviewing restraint and seclusion data and effectiveness of instructional and behavioral practices used to reduce the use of restraint and seclusion, to include when, where, and why the restraint or seclusion occurred.
- Have policies and procedures for monitoring the use of restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Implement a plan for the purpose of reducing the use of restraint and seclusion that includes activities, skills and resources.
- Ensure that rooms used for seclusion meet the requirements of Rule 69A-58.0084, F.A.C.

#### School Level Standards

##### Schools shall:

- Have written school-based procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have school-based personnel who are trained to enter and report incidents using the FDOE web-based reporting system.
- Follow procedures for written notification of incidents of restraint and seclusion on the day of the incident, including, but not limited to:
  - Providing parents with a notification in writing of any incident of restraint or seclusion. This written notification must include the type of restraint used and any injuries occurring during or resulting from the restraint.
  - Making reasonable efforts to contact the parent via telephone or email on the day of the incident.
  - Obtaining the parent's signed acknowledgement of receipt of the notification.
  - Maintaining the documentation of the parent's signed acknowledgement of notice.

- Follow procedures for written incident reporting, including, but not limited to:
  - Providing parents with a written incident report generated by the FDOE web-based reporting system by mail within three **school** days of any incident of restraint or seclusion.
  - Obtaining the parent's signed acknowledgement of receipt of the incident report.
  - Maintaining the documentation of the parent's signed acknowledgement of receipt of the incident.
- Make a minimum of two attempts to obtain written parent acknowledgement when parents fail to respond to initial notices or incident reports.

**Requirement Related to the Use of Restraint and Seclusion**

**In accordance with s.1003.573, F.S. the district maintains policies and procedures related to the use of restraint and seclusion.**

- The district has made no changes to their policies and procedures regarding the use of restraint and seclusion.
- The district has made changes to their policies and procedures regarding the use of restraint and seclusion.
- This section is not applicable for the Department of Corrections.

**District Policies Regarding Restraint and Seclusion**

**Physical restraint – One of the following must be selected:**

- In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of physical restraint. This policy is included in Appendix D.
- This SP&P document is the district's only written policy regarding the allowable use or prohibition of physical restraint.

**Seclusion – One of the following must be selected:**

- In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of seclusion. This policy is included in Appendix D.
- This SP&P document is the district's only written policy regarding the allowable use or prohibition of seclusion.

**Assurances**

1. School personnel will not use a mechanical restraint or a manual or physical restraint that restricts a student's breathing.
2. School personnel will not close, lock, or physically block a student in a room that is unlit and does not meet the requirements for seclusion time-out rooms provided in State Fire Marshal Rule 69A-58.0084, F.A.C.



## Section A.3: Requirements Related To Documenting and Reporting Incidents of Restraint and Seclusion

### Documentation and Incident Reporting

1. Schools are required to notify the parent or guardian each time manual or physical restraint or seclusion is used with a student with a disability. Such notification will be in writing and provided before the end of the school day on which the restraint or seclusion occurred. In accordance with standards developed by FDOE, the notice must include the type of restraint used and any injuries occurring during or resulting from the restraint. Additionally, reasonable efforts will be taken to notify the parent or guardian by telephone or email, or both, and those efforts will be documented.
2. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she was notified of the student's restraint or seclusion. In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the notification when the parent fails to respond to the initial notice.
3. The school will prepare an incident report within 24 hours after a student is released from restraint or seclusion. If the student's release occurs on a day before the school closes for the weekend, a holiday, or another reason, the incident report will be completed by the end of the school day on the day the school reopens. The school will provide the parent with the completed incident report in writing by mail within three school days after the student was manually or physically restrained or secluded.
4. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she **received a copy of the incident report**. In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the incident report when the parent fails to respond to the initial report.
5. The following will be included in the incident report:
  - a. The name of the student restrained or secluded
  - b. The age, grade, ethnicity, and disability of the student restrained or secluded
  - c. The date and time of the event, and the duration of the restraint or seclusion
  - d. The location at which the restraint or seclusion occurred
  - e. A description of the type of restraint used in terms established by the FDOE
  - f. The name of the person(s) using or assisting in the restraint or seclusion of the student
  - g. The name of any nonstudent who was present to witness the restraint or seclusion
  - h. A description of the incident, including the following:
    - i. The context in which the restraint or seclusion occurred
    - ii. The student's behavior leading up to and precipitating the decision to use manual or physical restraint or seclusion, including an indication as to why there was an imminent risk of serious injury or death to the student or others
    - iii. The specific positive behavioral strategies used to prevent and deescalate the behavior
    - iv. What occurred with the student immediately after the termination of the restraint or seclusion
    - v. Any injuries, visible marks, or possible medical emergencies that may have occurred during the restraint or seclusion, documented according to district policies
    - vi. Evidence of steps taken to notify the student's parent or guardian
6. Incidents of restraint and seclusion are reported to FDOE via a website developed for this purpose, in a manner prescribed by FDOE.

## Section A.4: District Procedures Related To Documenting and Reporting Incidents of Restraint and Seclusion

### District Procedures

The district has in place policies and procedures that govern (1) parent notification, (2) incident reporting, (3) reporting of district data review, (4) monitoring, (5) training programs, to include a plan for the selection of personnel to be trained, and (6) the district's plan for reducing the use of restraint and seclusion. (*Charter schools, DJJ facilities, and contracted residential facilities must be included.*)

1. Describe the district's procedures for providing the parent with a copy of the **written notice on the day of the incident**.

**a. Describe how parents are provided written notice on the day the restraint or seclusion occurred.**

The parent is informed via telephone that a written notification is being sent home that day. The parent will sign the original notification and return to the school via the student or in the self-addressed envelope provided. The parent will be provided a copy at that time. If the parent comes to the school after the phone call, the notification will be delivered on campus to the parent.

**b. Specify personnel (by role or title) responsible for preparing the written notice.**

The school administrator/designee will prepare the notice, copies and envelope to be given to the parent the day of the incident.

**c. Describe how reasonable efforts are made on the day of the incident to contact the parent by phone or email or both.**

The school user maintains current information regarding home, cell or work numbers, as well as email address(if available). The school level user or other designee will contact the parent via phone and send a copy of the same-day written notice home with the student.

**d. Describe how records of the parent's acknowledgement that the written notice was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial written notice.**

Phone calls are noted in a log by the school level user and the notification is sent home. If the signed notification is not returned prior to the mailing/sending home of the incident report, the notification will be sent/mailed again with the report. If the notification remains unacknowledged, a copy will be mailed, certified mail, return receipt requested. If the notification still remains unacknowledged, a home visit by a school social worker and/or administrator will be arranged. These additional attempts will be documented and kept in the student's cumulative folder in a separate file entitled "Restraint and Seclusion".

2. Describe the district's procedures for providing parents with a copy of the incident report within three **school days** of the incident.

**a. Specify personnel (by role or title) responsible for preparing the incident report.**

The supervising teacher will prepare a written account of the event on a template that mirrors the web reporting system and answers questions required by the FDOE web reporting system for seclusion and restraint. The school user will review the statement and transfer the content to the online web reporting system.

**b. Describe how the parents are provided a copy of the incident report within three school days of the incident.**

Upon completion of the draft incident report, the school administrator/designee will notify the district level users to review the draft. The district level user provides approval to school level user to finalize the report. The school level user finalizes the report. The school administrator/designee mails or delivers the completed document to the parent for their signature.

**c. Describe how records of the parent's acknowledgement that the written report was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial incident report.**

The school administrator/designee maintains a signed incident report at the school. The Director of ESE can access a copy via the web reporting system. If the school administrator/designee is not able to secure parental acknowledgement, he/she will refer to a current list of e-mail and phone numbers to ask the parent to mail the document back to the school, using a self-addressed stamped envelope provided. If the parent doesn't return the signed incident report, the parent will be contacted again via phone, e-mail or other means. A second copy of the incident report will be mailed to the parent. An additional copy will be sent certified mail, return receipt requested. Other strategies could include home visits by administration and/or school social workers. These additional attempts will be documented and kept in the student's cumulative folder in a separate file entitled "Restraint and Seclusion."

**3. How does the district monitor the implementation of restraint and seclusion practices to include reporting requirements in charter schools, DJJ facilities, and contracted residential facilities?**

The Clay County School District prohibits the use of Restraint and Seclusion at Charter schools. A Clay County ESE Specialist is assigned to the charter school to provide guidance and monitor District, State, and Federal ESE practices. Restraint and Seclusion data is monitored both by a school-based ESE Specialist and by a district level team on a monthly basis. Clay County does not have any DJJ facilities or contracted residential facilities.

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## **Section A.5: District Procedures Related To Review of Data and Reporting Procedures (to include monitoring and training)**

1. Describe the district's review of data and reporting procedures.

**Specify personnel (by role or title) responsible for collecting data in the web-based reporting system within the school, and to whom it is reported at the school and district level. (e.g., principal, ESE director, superintendent).**

The school administrator/designee collects and reports data, then notifies the appropriate district user. The district user reviews the report via the web reporting system and provides feedback to the school level user. The school level user then finalizes the report. The school level user reports to the administrator. The ESE Director reviews reports on a monthly basis.

**Provide information regarding the timelines, process and documentation for review of data and reporting within the district.**

Data collection and reporting will be completed as incidents occur. Schools will analyze the restraint and seclusion data on a monthly basis. Quarterly, schools submit the data analysis along with an action plan for reducing the number of incidents to the district. District level users and the ESE Director review the data analysis and action plan for each school to aid in providing supports to reduce the need for restraint or seclusion.

2. Describe the district's procedures for monitoring data collection and reporting and the use of restraint and seclusion at the (a) classroom, (b) building, and (c) district level. These monitoring procedures must address when, where, and why students are restrained or secluded and the frequency of the occurrences of restraint or seclusion, including prone and mechanical restraint. (*Charter schools, DJJ facilities, and contracted residential facilities must be included.*)

**Describe how the district will monitor school practices related to the data collection and reporting to parents, including (a) data entry into the FDOE web-based system; (b) content of the written notice; (c) email or telephone attempts to contact parents on the day of the incident; (d) provision of written notice and incident reports to the parent within the required timelines; (e) maintaining documentation of the parent's acknowledgements of the receipt of written notices and reports; and (f) making additional attempts to obtain written parent acknowledgement when the parent fails to acknowledge the initial written notice or incident report.**

(a) The district office will be notified of each incident by phone call to the district level users. The incident report draft will be available for district review immediately after input at the school level. Program specialists/school staff will monitor weekly for the need to review interventions. (b) The school administrator/designee will review the content of the incident and report and a member of the ESE Crisis Management team will receive a copy of the resulting draft and check for accuracy and compliance. (c) At the district office a notebook is maintained which contains the following: monthly incident monitoring reports, quarterly data analysis and action plans from schools who have reported incidents. This data is reviewed by program specialists on a monthly basis. (d) Parent receives a copy of the incident report within 3 days of the incident. The incident report is sent home(1st attempt). If not returned a copy is mailed (certified mail, return receipt) to the parent. (e) Program Specialists review and spot check to ensure the school maintains data to support parent's acknowledgements of the written notice and incident report. (f) Documentation is reviewed to determine if there is a need for a social worker or school administrator to provide written notice or the incident report to the parent at home.

**Describe how the district will monitor school practices related to when, where, and why students are restrained and secluded at the (a) classroom, (b) building, and (c) district level.**

All personnel who apply Safe Crisis Management techniques at the classroom level have been certified as trained users. The initial training consists of 18 hours of intense supervision by certified trainers and recertification (7 hours) occurs yearly. All practices are monitored by the appropriate program specialist and by one of five certified trainers. Classroom visits and/or incident reviews are conducted with each occurrence. All administrators receive training which informs him/her of Safe Crisis Management policy and of the correct application of the strategies. Administrators are also given an opportunity to become trained practitioners. Program specialists are able to review all incident reports and attend meetings to review pro-social curricula and other interventions designed to reduce crisis events.

**Describe how information about restraint and seclusion data is (a) shared with school and classroom personnel directly involved in the use of restraint and seclusion and (b) reviewed to assess, develop or revise and implement effective behavioral strategies and instructional practices for students who are frequently restrained or secluded.**

(a) Restraint and Seclusion data is shared with school administrators. School administrators share this data with appropriate classroom personnel and other school staff including but not limited to school counselors, behavior resource teachers, and school psychologists. The district expectation is that school and student data will be reviewed by the Safe Crisis Management team at the school level, and an action plan to reduce the number of incidents is submitted to the district quarterly. (b) The ESE district office downloads incident reports from the website on a monthly basis. These reports are analyzed to identify individual students who are frequently restrained or secluded. Data are then disseminated to program specialists with expertise in ASD, IND, and EBD students. The specialists review the data for selected students to determine whether effective behavioral strategies and instructional practices are in place. Data reviewed includes individual education plans, functional behavior assessments, positive behavior intervention plans, and matrix of services when appropriate. Based upon a careful analysis of these data, program specialists may consult with appropriate school staff to suggest modifications in behavior plans and instruction designed to decelerate those behaviors which have caused high frequency use of restraint and seclusion.

3. Describe the district's training for personnel on the use of restraint and seclusion and how records of such trainings are maintained. The records maintained should include, but not be limited to, names of personnel trained, description of training received, and dates of trainings. (*Charter schools, DJJ facilities, and contracted residential facilities must be included.*)

**Describe the programs the district uses to train personnel with regard to the use of restraint and seclusion; if multiple programs are used within the district, describe how decisions are made with regard to when a particular program is selected.**

Safe Crisis Management(SCM) is the district selected program to train personnel. Multiple programs are not used.

**Describe how the district implements professional development on the selected training program(s).**

State Board Certified SCM trainers offer initial certification twice a year and recertification programs on monthly or bi-monthly basis from September through February. Personnel to be trained may include but not limited to behavioral health assistants, ESE teachers, and administrators.

**Describe how the district maintains records on the training of personnel with regard to restraint and seclusion.**

Copies of professional development sign in sheets and training evaluation forms are maintained at the district level.

**If the training program used requires periodic "refresher training," indicate the intervals at which this occurs and how.**

The county trainers are required to complete annual refresher training provided by JKM training, Inc., who are the creators of Safe Crisis Management. Recertification for trainers takes place annually. SCM requires annual refresher trainings of previously certified personnel such as behavioral health assistants, ESE teachers, and administrators. These trainings are conducted by the county trainers throughout the school year. Classes are offered multiple times throughout the school year in order to meet annual recertification dates of employees.

**Describe the district's plan with regard to the selection of personnel to be trained in restraint and seclusion.**

The behavioral health assistant job description requires SCM certification as a condition of employment. Furthermore, any ESE teacher who is assigned a SWD whose behavior profiles indicate a high likelihood of the need for restraint or seclusion is trained. Likewise, school administrators who supervise these teachers are offered training.

**Indicate whether all charter schools in the district use the same crisis management program as that described for use in district-operated schools.**

The Clay County School District prohibits the use of Restraint and Seclusion at Charter schools.

**If no, indicate by charter school the name of the crisis management program used?**

| The Clay County School District prohibits the use of Restraint and Seclusion at Charter schools.

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## Section A.6: District Plan Related to Reducing the Use of Restraint

Does the district prohibit the use of restraint?

- Yes  
 No

1. Even if the district prohibits the use of restraint, if restraint incidents occurred during the 2018-19 and 2019-20 school years, the district will have a plan for reducing the use of restraint.

**If the district allows the use of restraint, specify the district's measurable annual goal for the 2019-20 and 2020-21 school years for reducing the number of incidents of restraint (goal must include a percentage for reduction).**

The goal for the 2019-2020 school year is to reduce the number of restraints by 5% The goal for the 2020-2021 school year is to reduce the number of restraints by 5%

2. The district is required to have a plan for reducing the use of restraint, particularly in settings where it occurs frequently or with students who are restrained repeatedly, and for reducing the use of prone restraint and mechanical restraint. The plan must include a goal for reducing the use of restraint and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:

- a. Additional training in positive behavioral support and crisis management
- b. Parental involvement
- c. Data review
- d. Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
- e. Additional student evaluations
- f. Debriefing with staff
- g. Use of schoolwide positive behavior support
- h. Changes to the school environment

**Total number of incidents of restraints for the 2017-18 school year.**

There were 118 incidents of restraint during the 2017-2018 school year between August 1, 2017 and July 31, 2018.

**Total number of incidents of restraints for the 2018-19 and 2019-20 school years.**

Total number of incidents of restraints for the 2018-19 school year: 53 Total number of incidents of restraints for the 2019-20 school year: 48

**Indicate the percentage of increase or decrease in the 2018-19 and 2019-20 rates.**

The percentage of decrease from the 2017-18 and 2018-19 rates of restraints was 55% The percentage of decrease from the 2018-19 and 2019-20 rates of restraint was 9.4%

**Provide a rationale for the district's increase or decrease in incidents when comparing the data.**

There were 53 incidents of restraint during the 2018-2019 school year within Clay County District Schools between August 1, 2018 and July 31, 2019. This was a 55% decrease (65 incidents) in the total number of restraints for the school year compared to the 2017-2018 school year with 118 incidents of restraint. Upon examination of the 18-19 data, the largest decrease of restraints involved students with emotional behavioral disabilities in grades 1-7. During 2017-18 there were 76 incidents reported and in 18-19 there were 36 incidents reported (a decrease of 30 incidents). There were no restraints reported for students with emotional behavioral disabilities in grades 8-12 for both the 17-18 and 18-19 school years. There were 48 incidents of restraint reported among a total of 31 students during the 2019-2020 school year within Clay County District Schools between August 1, 2019 and July 31, 2020. This was a 9.4% decrease ( 5 incidents) in the total number of restraints for the school year compared to the 2018-2019 school year with 53 incidents of restraint. Upon examination of the 19-20 data, there were no notable changes accounting for the decrease of 5 incidents for primary exceptionality, type of restraint, race , and ethnicity compared to the 18-19 school year. When comparing the data between 18-19 and 19-20 the data revealed a decrease of 2 incidents for students with the primary exceptionality of ASD, a decrease of 1 incident for students with an emotional disability, a decrease in 2 incidents for students with an intellectual disability, and another decrease in 2 incidents for students with an other health impairment. For type of restraint there was a decrease of 2 incidents for immobilization while in transport, a decrease of 2 incidents for standing restraints, and seated restraints remained the same. When examining race and ethnicity, there were no changes for the subgroups white (39 incidents), two or more races (2 incidents), or asian (1 incident). The black/african american subgroup increased by 2 incidents in 19-20. In 18-19 there were 6 incidents of restraints among Hispanics and in 19-20 there were no occurrences. The decrease in overall incidents of restraint and the rationale for the district meeting and exceeding its goals to decrease the total number of restraint incidents in 18-19 and 19-20 by 55% and 9.4% respectively can be attributed to several factors related to increased professional development and monitoring. The district placed a heightened level of attention on the implementation of the district's plan (activities and resources) to reduce the number of restraint incidents districtwide. The district also provides ongoing support and professional development for ESE curriculum specialists, ESE positive behavior site coaches, administrators, teachers, and teacher assistants across the district (ensuring that new teachers/assistants receive a heightened level of support). Additionally, once a restraint has occurred, school and district personnel closely monitor the student and help to ensure teachers implement proactive strategies as a means to reduce the occurrence of another restraint.

**Note whether or not the district attained the 2018-19 goal for rate reduction of restraint and the difference between 2018-19 percentage goal and the actual 2018-19 percentage rate.**

The district attained and exceeded its 2018-19 goal rate reduction of 10%. The actual 2018-19 percentage rate was a decrease of 55%. The district attained and exceeded its 2019-20 goal rate reduction of 5%. The actual 2019-20 percentage rate was a decrease of 9.4%.

**How many students in the district were restrained 15 or more times? What were the specific activities, skills, and resources implemented to reduce these rates?**

No students were restrained 15 or more times.

**Does the district have a policy in place that prohibits the use of prone restraint?**

- Yes  
 No

**If not, describe how and when prone restraint is being used.**

**If there is no policy that prohibits the use of prone restraint, include a plan for reducing the use of prone restraint.**



**Does the district have a policy in place that prohibits the use of mechanical restraint?**

- Yes  
 No

**If not, describe what mechanical restraints are being used and how they are being used.**

**If there is no policy that prohibits the use of mechanical restraint, include a plan for reducing the use of mechanical restraint.**

**Describe the data reviewed from the 2018-19 and 2019-20 school years (which must include primary exceptionality and race or ethnicity of students restrained and type of restraint used).**

Of the 53 total incidents of restraint during the 2018-2019 school year, 8 incidents occurred with students with Autism Spectrum Disorder, 36 with students with Emotional Behavior Disabilities, 3 students with Intellectual Disabilities, 4 students with an Other Health Impairment, 1 with a Language Impairment, and 1 with a Specific Learning Disability. Of these 53 total incidents of restraint, 39 occurred with students who were White, 4 who were African-American/Black, 9 who were Two or More Races, and 1 Asian. Of these 53 total incidents, 7 incidents were with students who were of Hispanic/Latino origin. When examining the types of restraint for all 53 incidents, 9 incidents involved Immobilization While in Transport, 11 involved Standing restraints, and 33 involved Seated restraints. The largest decrease in the type of restraint used involved the use of seated restraints. These restraints were reduced from 87 incidents in 17-18 to 33 incidents in 18-19 (54 incidents or a 62% decrease). Of the 48 total incidents of restraint during the 2019-2020 school year, 6 incidents occurred with students with Autism Spectrum Disorder, 35 with students with Emotional Behavior Disability, 1 student with an Intellectual Disability, 2 students with an Other Health Impairment, 2 students with Developmental Disability, and 2 students with a Specific Learning Disability. Of these 48 total incidents of restraint, 39 occurred with students who were White, 6 who were African-American/Black, 2 who were Two or More Races, and 1 Asian. Of these 48 total incidents no incidents were with students who were of Hispanic/Latino origin. When examining the types of restraint for all 48 incidents, 6 incidents involved Immobilization While in Transport, 9 involved Standing restraints, and 33 involved Seated restraints. There was a slight decrease in standing restraints (2 incidents) and immobilization while in transport restraints (3 incidents) there was no change in the number of seated restraints.

**Describe how the data and the problem-solving process informed your district's plan to reduce the use of restraint.**

This data was used by the Restraint/Seclusion Review Team to make decisions on areas of need and to determine the types of supports that students, teachers, and paraprofessionals needed for the 2019-2020 and 2020-2021 school years to help reduce the number of incidents of restraints.

**Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of restraint for the 2019-20 and 2020-21 school years.**

The analysis of data and the problem-solving process was used by the Restraint/Seclusion Review Team to help determine and set a realistic, attainable measurable annual goals to reduce the number of incidents of restraint by 5% for the 2019-20 and 2020-21 school years.

The following are examples of activities that may be considered for the purpose of reducing the use of restraint.

- Implement student-specific strategies such as: reviewing individual educational plans (IEPs) and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement
- Introduce or strengthen Multi-Tiered Systems of Support (MTSS), which could include schoolwide positive behavioral support
- Provide additional professional development training in positive behavioral support and crisis management

- Problem solve with school administrators to make data-driven decisions regarding school environments

**Describe the activities that are a part of the district's plan to reduce the use of restraint.**

The district ESE department is engaged in a variety of activities that are a part of the district's plan to reduce the use of restraint. A district level ESE Crisis Management Review team, comprised of a variety of ESE specialists and ESE administrators, was formed to oversee all matters related to restraint. The District ESE Crisis Management Review Team meets at least monthly to review restraint data/reports and discuss solutions to reduce incidents of restraint. A smaller set of this review team consisting of the ESE specialists for ASD, EBD, and InD programs as well as a behavior specialist and district behavior analyst meet weekly as part of a professional learning community. The state restraint reports are analyzed to identify individual students who are frequently restrained. Data is then disseminated to program specialists with expertise in working with students with behavioral problems. The specialists review the data for selected students to determine whether effective behavioral strategies and instructional practices are in place. Data reviewed include functional behavior assessments (FBAs), positive behavior support plans (PBSPs), individualized education plans (IEPs), and matrix of services when appropriate. Based upon a careful analysis of this data, program specialists may consult with appropriate school staff to suggest modifications in behavior plans and instruction designed to decelerate those behaviors that have resulted in increased restraint incidents. Program specialists may observe students in the classroom to gain a better understanding of the context of the behaviors and then interventions are developed upon these observations. The data can also be utilized to problem solve with school administrators to make data driven decisions regarding school environments. Strategies may also include updates of students' FBAs and PBSPs, and the implementation of student-specific strategies such as: reviewing IEPs; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBSPs and health care plans specific to individual students' responses and progress, to engage in problem solving with school administrators to make data-driven decisions regarding school environments. District schools also utilize the multi-tiered systems of support (MTSS) and the Positive Behavioral Interventions & Supports (PBIS) systems. The MTSS and PBIS systems of support include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Furthermore, the district contracts with outside behavioral/mental health agencies to work with students, teachers, and families to help reduce challenging behaviors.

**Describe the resources that are a part of the district's plan to reduce the use of restraint.**

Through professional development, coaching, modeling, and an emphasis on teaching students appropriate social skills, our focus remains on reducing the need for Safe Crisis intervention. Professional development is ongoing for teachers in the areas of understanding behavior, classroom management, behavioral strategies/ tools, trauma-informed care, and the use of data for progress monitoring. A heavy emphasis is placed on training teachers/staff to collect data, progress monitor, and analyze data to aid in increasing appropriate student behavior. Additionally, district level staff are immediately notified when a restraint occurs, and the staff provide support and guidance to teachers by engaging them in a reflection activity. As an additional layer of support, the district utilizes behavior site coaches to model lessons, share proactive versus reactive strategies, provide observation data, guide and assist teams with the problem-solving process, and assist teachers with providing appropriate interventions designed to promote student success and decrease or eliminate the use of restraint. Teachers engage students through the use of a social skills curriculum on a consistent basis as a means to provide positive behavioral supports and life skills. Parental contact/involvement is a required element whenever a restraint incident occurs. If a reoccurring pattern of significant behaviors become evident, the school and district staff, along with the IEP team, will make a concerted effort to collaborate with parents to make changes as appropriate to the student's behavior plan or other student-specific strategies.

## Section A.7: District Plan Related to Reducing the Use of Seclusion

Does the district prohibit the use of seclusion?

- Yes  
 No

1. Even if the district prohibits the use of seclusion, if seclusion incidents occurred during the 2018-19 school year, the district will have a plan for reducing of the use of seclusion.

**If the district allows the use of seclusion, specify the district's measurable annual goal for the 2019-20 and 2020-21 school years for reducing the number of incidents of seclusion (goal must include a percentage for reduction).**

The goal for the 2019-2020 school year is to reduce the number of incidents of seclusion to zero occurrences or by 100% The goal for the 2020-2021 school year is to maintain zero incidents of seclusion.

2. The district is required to have a plan for reducing the use of restraint, particularly in settings where it occurs frequently or with students who are restrained repeatedly, and for reducing the use of prone restraint and mechanical restraint. The plan must include a goal for reducing the use of restraint and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:

- a. Additional training in positive behavioral support and crisis management
- b. Parental involvement
- c. Data review
- d. Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
- e. Additional student evaluations
- f. Debriefing with staff
- g. Use of schoolwide positive behavior support
- h. Changes to the school environment

**Total number of incidents of seclusion for the 2017-18 school year.**

There were 5 incidents of seclusion during the 2017-2018 school year between August 1, 2017 and July 31, 2018.

**Total number of incidents of seclusion for the 2018-19 and 2019-20 school years.**

Total number of incidents of seclusion for the 2018-19 school year: 2 Total number of incidents of seclusion for the 2019-20 school year: 0

**Indicate the percentage of increase or decrease in the 2018-19 and 2019-20 rates.**

The percentage of decrease from the 2017-18 and 2018-19 rates: 60% The percentage of decrease from the 2018-19 and 2019-20 rates of seclusion: 100%

**Provide a rationale for the district's increase or decrease in incidents when comparing the data.**

There were 2 incidents of seclusion during the 2018-2019 school year within Clay County District Schools between August 1, 2018 and July 31, 2019. This was a 60% decrease in the total number of seclusion incidents for the school year compared to the 2017-2018 school year with 5 incidents of seclusion. There were no incidents of seclusion during the 2019-2020 school year within Clay County District Schools between August 1, 2019 and July 31, 2020. This was a 100% decrease in the total number of seclusion incidents for the school year compared to the 2018-2019 school year with 2 incidents of seclusion. This decrease in overall incidents of seclusion for the 2018-2019 school year can be attributed to several actions. The district placed a heightened level of attention on the implementation of the district's plan (activities and resources) to reduce the number of seclusion incidents districtwide. The district also provides ongoing support and professional development for ESE curriculum specialists, ESE positive behavior site coaches, administrators, teachers, and teacher assistants across the district (ensuring new teachers/assistants receive a heightened level of support). Additionally, once a seclusion incident has occurred, school and district personnel closely monitor the student and help to ensure teachers implement proactive strategies as a means to reduce the occurrence of another seclusion incident. Other actions attributed to the decrease include: 1) Adding additional behavior site coaches to schools with Autism Spectrum Disorder and/or Emotional/Behavioral Disabilities programs. 2) The district level restraint/seclusion review team members and the positive behavior support coaches facilitate the implementation of school-based restraint/seclusion review teams. 3) The ESE District Office contracts with behavior analyst consultants for 50 hours per week in order to continue to provide more immediate and regular support to students identified with recurring incidents of restraint/seclusion. As a result, Clay County District Schools met and exceeded its goal to reduce incidents of seclusion by 60% in 18-19 and by 100% in 19-20.

**Note whether or not the district attained the 2018-19 goal for rate reduction of seclusion and the difference between 2018-19 percentage goal and the actual 2018-19 percentage rate.**

Clay County District Schools met and exceeded its percentage goal to reduce incidents of seclusion by 10% for the 2018-19 school year. The actual 2018-19 percentage rate was a 60% decrease in seclusion incidents. Clay County District Schools met its percentage goal to reduce incidents of seclusion to zero occurrences or by 100% for the 2019-20 school year.

**How many students in the district were secluded 15 or more times in the district? What were the specific activities, skills, and resources implemented to reduce these rates?**

No students were secluded 15 or more times.

3. Describe the district's procedures for ensuring that seclusion rooms meet the requirements of State Fire Marshal Rule 69A-58.0084, F.A.C., by addressing each of the following:

**Who coordinates the inspection conducted by the Fire Marshal?**

The Facilities department (Support Services Division) coordinates with the Fire Marshal for the seclusion room inspections. If a violation is found, the Facilities Director coordinates with the ESE Director to ensure the violation is corrected.

**How is the safety of the seclusion rooms monitored?**

Safety of Seclusion rooms is monitored by school staff to ensure the room is in good working condition. The rooms are also inspected by program specialists to ensure the seclusion room is free from any dangers to the students. Any room that presents a danger to students is closed and not used until deemed safe and appropriate by the fire marshall, upon completion of any repairs.

**How are the results of the inspection reported to the district?**

Any school employee trained to operate the seclusion room reports any dangers to the school administrator who then contacts the ESE district office for repair. Results of fire marshall inspections are sent directly to the ESE district office.

**Describe the district's procedures for correction when a seclusion room is found to be in violation of State Fire Marshal Rule 69A-58.0084, F.A.C.**

The room is closed and the need for repairs is presented to the ESE district office. A work order is submitted to the maintenance department for repair. Upon completion of the repair, the fire marshal is called back to re-inspect the seclusion room. The majority of schools where Safe Crisis Management is practiced have more than one seclusion room. If one of the rooms is unavailable, school personnel utilize the room(s) in working order. In the rare event no seclusion rooms are available on campus, the staff creates a customized behavioral plan for individual students. The behavioral plan typically includes alternative strategies for deescalating behavior as well as provide additional supports (i.e. adding another staff member for supervision).

4. Describe the district's use of seclusion rooms by addressing each of the following.

**How many seclusion rooms does the district have that meet State Fire Marshal Rule 69A-58.0084, F.A.C.?**

The district has 0 seclusion rooms in operation.

**Where are the schools in which the seclusion rooms are located?**

The district does not have any seclusion rooms.

**When are the seclusion rooms used?**

The district prohibits the use of seclusion.

**How are the seclusion rooms used?**

The district prohibits the use of seclusion.

**Describe the data reviewed from the 2018-19 school year (which must include primary exceptionality and race or ethnicity of students secluded).**

Of the 2 total number of incidents of seclusion during the 2018-2019 school year, 1 incident involved a student with Autism Spectrum Disorder (White with Hispanic/Latino origin) and 1 incident involved a student with an Intellectual Disability (African American/Black). There were no incidents of seclusion during the 2019-20 school year.

**Describe how the data and the problem-solving process informed your district's plan to reduce the use of seclusion.**

This data was used by the Restraint/Seclusion Review Team to make decisions on areas of need and to determine the types of supports that students, teachers, and paraprofessionals need for the 2019-20 and 2020-21 school years to help reduce/eliminate the number of incidents of seclusion.

**Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of seclusion for the 2019-20 and 2020-21 school years.**

The data used by the Restraint/Seclusion Review Team to make decisions on areas of need and to determine the types of supports that students, teachers, and paraprofessionals need for the 2019-20 and 2020-21 school years to help reduce/eliminate the number of incidents of seclusion was also used to determine the measurable annual goal for the reduction of seclusion incidents for the 2019-20 and 2020-21 school years.

The following are examples of activities that may be considered for the purpose of reducing the use of seclusion.

- Implement student-specific strategies such as: reviewing IEPs and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement

- Introduce or strengthen MTSS, which could include schoolwide positive behavioral support
- Provide additional professional development training in positive behavioral support and crisis management
- Problem solve with school administrators to make data-driven decisions regarding school environments

**Describe the activities that are a part of the district's plan to reduce the use of seclusion.**

The use of Seclusion is carefully scrutinized for each student. Seclusion may only be utilized with students for whom the IEP committee has deemed this crisis intervention is the safest way to handle behaviors that pose as a risk of serious injury. Along with the IEP committee recommendation, the parent must sign a consent form for the use of seclusion. In an effort to reduce the number of seclusion incidents, the district review team has continued to promote the use of “comfort rooms” that allow students a comfortable space to calm down, refocus, and regain composure to return to the classroom environment. The goal is to teach students to self-regulate and utilize the comfort rooms in an effort to reduce or prevent behaviors from escalating. Some students may elect to utilize the rooms and others are gently escorted or verbally encouraged to utilize the comfort rooms. Students are not restricted from leaving the comfort rooms, and they are monitored and engaged with a teacher or paraprofessional during the redirection time. The district ESE department is engaged in a variety of activities that are a part of the district's plan to reduce the use of seclusion. A district level ESE crisis management review team, comprised of a variety of ESE specialists, was formed to oversee all matters related to seclusion. The District ESE Crisis Management Review Team meets at least monthly to review seclusion data/reports and discuss solutions to reduce seclusion incidents. A smaller set of this review team consisting of the ESE specialists for ASD, EBD, and InD programs as well as the behavior specialist and district behavior analyst meet weekly as part of a professional learning community. The state seclusion reports are analyzed to identify individual students who are frequently secluded. Data is then disseminated to program specialists with expertise in working with students with behavioral problems. The specialists review the data for selected students to determine whether effective behavioral strategies and instructional practices are in place. Data reviewed include FBAs, PBSPs, IEPs, and matrix of services when appropriate. Based upon a careful analysis of this data, program specialists may consult with appropriate school staff to suggest modifications in behavior plans and instruction designed to decelerate those behaviors that have resulted in increased seclusion incidents. Program specialists may observe students in the classroom to gain a better understanding of the context of the behaviors and then interventions are developed upon these observations. The data can also be utilized to problem solve with school administrators to make driven decisions regarding school environments. Strategies may also include updates of students' FBAs and PBSPs, and the implementation of student-specific strategies such as: reviewing IEPs; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBSPs and health care plans specific to individual students' responses and progress. District schools also utilize the multi-tiered systems of support (MTSS) to address behaviors. Furthermore, the district contracts with outside behavioral/mental health agencies to work with students, teachers, and families to help reduce challenging behaviors.

**Describe the resources that are a part of the district's plan to reduce the use of seclusion.**

Through professional development, coaching, and an emphasis on teaching students appropriate social skills, our focus remains on reducing the need for Safe Crisis intervention. Professional development is ongoing for teachers in the areas of understanding behavior, classroom management, behavior tools, trauma-informed care, and the use of data for progress monitoring. A heavy emphasis is placed on training teachers/staff to collect data, progress monitor, and analyze data to aid in increasing appropriate student behavior. Additionally, district level staff guide teachers to engage in a reflection activity after they are involved with a seclusion incident. As an additional layer of support, the district utilizes behavior site coaches to model lessons, provide observation data, guide and assist teams with the problem-solving process, and assist teachers with providing appropriate interventions designed to promote student success and decrease or eliminate the use of seclusion. Teachers engage students through the use of a social skills curriculum on a consistent basis as a means to provide positive behavioral supports and life skills. Parental contact/involvement is a required element whenever a seclusion incident occurs. If a reoccurring pattern of significant behaviors become evident, the school and district staff, along with the IEP team, will make a concerted effort to collaborate with parents to make changes as appropriate to the student's behavior plan or other student-specific strategies.

## Section B.1: Assurances – Free Appropriate Public Education (FAPE)

### Statutory and Regulatory Citations

Title 34 CFR §§99.7, 300.111, 300.172, 300.226, 300.613-300.621 and 300.646

Chapters 468, 486, 490 and 491, F.S.

Sections 393.17, 627.6686, 641.31098, 1002.20, 1002.22, 1003.4282, 1003.57, 1003.572, 1006.03, 1011.62, 1012.32 and 1012.321, F.S.

Rules 6A-1.0955, 6A-6.03028 and 6A-6.0311, F.A.C.

### Full Educational Opportunity Goal (FEOG)

The district assures provision of full educational opportunity to all children with disabilities, aged three through 21, using the kind and number of facilities, personnel, and services necessary to meet this goal. A Free Appropriate Public Education (FAPE) is available to all students with disabilities upon determination of need.

### Information to be Provided at Initial Meeting of a Student's IEP Team

In accordance with s. 1003.57(1)(j), F.S., the district school board shall provide each parent with information regarding the amount that the school district receives from the state appropriation for each of the five exceptional student education support levels for a full-time student. The school district shall provide this information at the initial meeting of a student's Individual Educational Plan (IEP) team.

### Ages of Students Served

One of the following must be selected. For students with disabilities who have not graduated with a standard diploma, the district will:

- Provide services until the day the student turns twenty-two (22)
- Provide services until the end of the semester in which the student turns twenty-two (22)
- Provide services through the last instructional day of the school year for all students in the district in which the student turns twenty-two (22), provided that the student was twenty-one (21) years old on the first instructional day of school for all students in the district

One of the following must be selected. Indicate if the district (including charter schools) serves infants and toddlers with disabilities, ages birth through two, in collaboration with Local Early Steps:

- Yes
- No

**Note:** Districts may provide FAPE to a child who will turn three during the school year. If this is the only circumstance for which the district would provide services to a child who is two years of age, **no** should be checked.

One of the following must be selected. Indicate if the district (including charter schools) serves prekindergarten children with disabilities, ages three through five:

- Yes
- No

## Section B.2: Parental Input and Meetings

### Parental Input and Meetings

In accordance with section 1002.20(21)(a), F.S., Meetings with school district personnel, parents of public school students may be accompanied by another adult of their choice at any meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through any action, statement, or other means, the parents of students with disabilities from inviting another person of their choice to attend any meeting. Such prohibited actions include, but are not limited to, attempted or actual coercion or harassment of parents or students or retaliation or threats of consequences to parents or students.

1. Such meetings include, but are not limited to, meetings related to: the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an IEP; the development of a 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the educational environment, discipline, or placement of a student with a disability.
2. The parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion stating whether any school district personnel have prohibited, discouraged or attempted to discourage the parents from inviting a person of their choice to the meeting.

**One of the following must be selected:**

- I have read and understand the above information.
- This section is not applicable for the Department of Corrections.

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## Section B.3: Collaboration of Public and Private Instructional Personnel

### Collaboration of Public and Private Instructional Personnel

Section 1003.572, F.S., provides:

1. As used in this section, the term "private instructional personnel" means:
  - a. Individuals certified under s. 393.17 or licensed under chapter 490 or chapter 491 for applied behavior analysis services as defined in ss. 627.6686 and 641.31098 ,F.S.
  - b. Speech-language pathologists licensed under s. 468.1185.
  - c. Occupational therapists licensed under part III of chapter 468.
  - d. Physical therapists licensed under chapter 486.
  - e. Psychologists licensed under chapter 490.
  - f. Clinical social workers licensed under chapter 491.
2. The collaboration of public and private instructional personnel shall be designed to enhance but not supplant the school district's responsibilities under the Individuals with Disabilities Education Act (IDEA). The school as the local education agency shall provide therapy services to meet the expectations provided in federal law and regulations and state statutes and rules. Collaboration of public and private instructional personnel will work to promote educational progress and assist students in acquiring essential skills, including, but not limited to, readiness for pursuit of higher education goals or employment. Where applicable, public and private instructional personnel shall undertake collaborative programming. Coordination of services and plans between a public school and private instructional personnel is encouraged to avoid duplication or conflicting services or plans.
3. Private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel must be permitted to observe the student in the educational setting, collaborate with instructional personnel in the educational setting, and provide services in the educational setting according to the following requirements:
  - a. The student's public instructional personnel and principal consent to the time and place.
  - b. The private instructional personnel satisfy the requirements of s. 1012.32 or s. 1012.321, F.S.
4. For the purpose of implementing this subsection, a school district may not impose any requirements beyond those requirements specified in this subsection or charge any fees.
5. The provision of private instructional personnel by a parent does not constitute a waiver of the student's or parent's right to a free and appropriate public education under IDEA.

### Written Agreements

The district assures that written agreements are on file in the district for multi-district programs and for the assignment of instructional personnel to a facility operated by another agency or organization. These written agreements have been developed and approved by all participating school boards or agencies. Each such agreement, in accordance with Rule 6A-6.0311, F.A.C., includes but is not limited to:

1. Designating responsibilities for the implementation of district procedures
2. Providing transportation
3. Providing program and staff supervision
4. Funding programs
5. Dissolving the agreement

Written agreements are on file for the provision of special education and related services to this district's exceptional students through multi-district programs.

- Yes
- No

If the answer to the above question is yes, include the name(s) of the district(s) providing services and the types of ESE services provided by each district.

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Written agreements are on file for the provision of special education and related services to exceptional students from other districts through multi-district programs.

- Yes
- No

If the answer to the above question is yes, include the name(s) of the district(s) receiving services and the types of ESE services provided for each district.

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Agreements for assigning instructional personnel to a facility operated by other agencies or organizations are on file in this district.

- Yes
- No

If the answer to the above question is yes, include the name of each agency and the instructional personnel assigned for each facility.

Name of Agency: Episcopal Children's Service, Head Start Instructional Personnel Assigned: District PreKindergarten (PreK) personnel visit facilities, provide therapies as needed, and jointly collaborate.

## **Section B.4: Department of Juvenile Justice Facilities**

### **Department of Juvenile Justice Facilities**

#### **Statutory and Regulatory Citations**

Sections 1002.42, 1003.01, 1003.52, 1003.57, 1003.573, 1011.62 and 1012.42, F.S.

Rules 6A-1.045111, 6A-1.0503, 6A-6.0334, 6A-6.0361 and 6A-6.05281, F.A.C.

The district school board of the county in which the residential or nonresidential Department of Juvenile Justice facility is located shall provide appropriate educational assessments and an appropriate program of instruction and special education services, including all services and documentation required by federal and state laws. Districts have the option of providing the educational services directly or may enter into a contract with a private provider to provide educational services.

In accordance with section 1003.01(11)(b), F.S., "juvenile justice provider" means the Department of Juvenile Justice, the sheriff, or a private, public, or other governmental organization under contract with the Department of Juvenile Justice or the sheriff that provides treatment, care and custody, or educational programs for youth in juvenile justice intervention, detention, or commitment programs.

#### **How does the district provide educational programs for students with disabilities in the district's county jail?**

When a student with a disability is incarcerated in the Clay County jail, an Individualized Education Plan (IEP) meeting is convened at the jail. The IEP team updates or writes a new IEP in order to ensure the student's needs are addressed in the jail's classroom setting. Also, the school district provides an ESE teacher to assist the student through support facilitation in the classroom once or twice a week if needed.

Districts that enter into a contract with a private provider are responsible for oversight. For exceptional students, districts should ensure that exceptional students have a current individual educational plan (IEP), that the IEP contains measurable annual goals (including academic and functional), that the IEP is being implemented, that parents are invited to the IEP team meeting, and that the appropriate team members are present at the meeting.

#### **Placement in a residential facility of a student with a disability by a public agency other than the school district**

1. In accordance with s. 1003.57(3), F.S., an exceptional student with a disability may be placed in a private residential care facility by the Department of Children and Families, Agency for Persons with Disabilities, or Agency for Health Care Administration. For this purpose, "placement" is defined as the funding or arrangement of funding by an agency for all or a part of the cost for an exceptional student with a disability to reside in a private residential care facility and the placement crosses school district lines.
2. The private residential care facility, or a residential facility that is operated, licensed, or regulated by a public agency shall ensure that, within 10 business days of a student with a disability being placed in the facility, written notification of the placement is provided to the school district where the student is currently enrolled and counted for funding purposes under s. 1011.62, F.S. (sending school district), and the school district where the residential facility is located (receiving school district). If the student is not currently counted for funding purposes in the school district in which the legal residence of the student is located, the school district in which the legal residence of the student is located also shall be notified by the residential facility in writing within the required timeline. The placing agency shall collaborate with the residential facility to determine how that notification will be provided within the required timeline.
3. In accordance with subsection (3) of Rule 6A-6.0334, F.A.C., the sending school district shall take reasonable steps to promptly respond to the residential facility's request for transmittal of the student's educational records. If the student's placement in the residential care facility occurs while the notification and procedures regarding payment are pending, the student shall remain enrolled in the sending school district and the sending school district shall collaborate with the residential care facility to ensure that the student receives a free and appropriate public education, special education, and related services, including services comparable to those described in the current IEP, until the notification and procedures regarding payment are completed.

Each school district is responsible for assuring the proposed program at the nonpublic school or community facility is appropriate to meet the educational needs of the exceptional student with a disability, or early intervention needs of the infant or toddler with a disability, placed through a contractual agreement. This is not meant to limit the responsibility of agencies in the state other than the district school boards

from providing or paying some or all of the cost of a free appropriate public education or early intervention services to be provided to children with disabilities ages birth through 21 years.

## **Contractual Arrangements with Private Schools**

### **Statutory and Regulatory Citations**

Section 1003.52, F.S.

Rules 6A-6.0361, F.A.C.

1. Each school district shall provide special education and related services to an exceptional student with a disability through a contractual agreement with an approved nonpublic school or community facility under **any** of the following circumstances:
  - a. When the school district determines that no special educational program offered by the district, a cooperating school district, or a state agency can adequately meet the educational program needs for a student
  - b. For the provision of the educational component of a residential placement for an exceptional student with a disability when such a placement is made by another public agency for the primary purpose of addressing residential or other noneducational needs. The student's IEP may reflect that the residential placement is not required for the student to benefit from special education that could otherwise be provided by the school district during the day
  - c. For the provision of a non-residential interagency program for an exceptional student with a disability that provides educational programming in accordance with the student's IEP
  - d. In collaboration with the Part C Early Steps Program for the provision of early intervention services for an infant or toddler with a disability when the school district has determined that a nonpublic or community facility can provide appropriate services for the infant or toddler in accordance with an Individualized Family Support Plan (IFSP)

The requirements of this subsection do not apply when a school district provides educational assessments and a program of instruction and special education services to students in the custody of Department of Juvenile Justice programs who are served in residential and nonresidential care facilities and juvenile assessment facilities located in the school district in accordance with section 1003.52(3), F.S.

### **District Responsibilities**

1. Before the school district executes a contract with a nonpublic school or community facility, the school district will determine that the school or facility:
  - a. Has qualified personnel as defined in Rule 6A-1.0503, F.A.C., or appropriate licensing entities and appoints noncertified instructional personnel according to the policies required in Rule 6A-1.0502, F.A.C. Personnel in an out-of-state nonpublic school or community facility shall be certified or licensed in accordance with the standards established by the state in which the nonpublic school or community facility is located.
  - b. Provides instructional school day and year consistent with s. 1011.61, F.S, taking into account the number of school hours or school days provided by the school district.
  - c. Maintains current sanitation and health certificates and fire inspections for each appropriate building and will be open for inspection by appropriate authorities.
  - d. Protects the confidentiality of student records and information and assures the provision to the parent or student whose rights have transferred upon reaching the age of majority (age 18), the right of access, copies, amendments, and hearings as specified in Rule 6A-1.0955, F.A.C.
  - e. Designates staff member to be responsible for the administration of the provisions of the contract and supervision of the educational program provided to each student, or early intervention services provided to each child age birth through two years, under the contract.
  - f. Has written procedures for admission, dismissal, and separation of students, if appropriate.

- g. Has a written description of the support services that are available and will be provided to each student placed under a contract in accordance with each student's IEP or each child's IFSP.
- h. Has written policies concerning: care of the student in emergencies; clinical and administrative records; personnel policies; staff duties; fee schedules; food services; and insurance coverage.
- i. Complies with requirements of: the Office for Civil Rights (OCR); the Americans with Disabilities Act (ADA); Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; the Boy Scouts of America Equal Access Act (Section 9525 of the Elementary and Secondary Act of 1965, as amended by the No Child Left Behind Act of 2001).
- j. Files reports with the Department of Education as prescribed in s. 1002.42, F.S., if applicable.

## **Contents of Contract**

1. A contract between a district school board and a nonpublic school or community facility to provide educational programs for an exceptional student with a disability, or early intervention services to a child with a disability age birth through two, shall not extend beyond the school district's fiscal year, and shall include at least the following:
  - a. Written assurance that the nonpublic school or community facility is staffed by qualified personnel as defined by rule 6A-1.0503, F.A.C., or an appropriate and identified licensing entity.
  - b. A description of the scope of service provided by the nonpublic school or community facility and how it relates to the IEP of the exceptional student with a disability or the IFSP of the infant or toddler with a disability.
  - c. Provision for reporting to appropriate school district personnel and the parent on the student's progress in meeting the annual goals in accordance with the IEP or the child's and family's progress in meeting the major outcomes in accordance with the IFSP.
  - d. Provision for appropriate school personnel to review the program provided by the nonpublic school or community facility and to confer with the staff of the nonpublic school or community facility at reasonable times.
  - e. Provision for reporting to appropriate school district personnel any non-attendance of the exceptional student with a disability or the infant or toddler with a disability.
  - f. Provision for notifying appropriate school district personnel and the parent of the use of seclusion or restraint of the student, in accordance with section 1003.573, F.S.
  - g. The method of determining charges and sharing costs with other agencies for the placements under the contract, including the projected total cost to the school district.
  - h. Identification of financial responsibility.
  - i. Method of resolving interagency disputes. Such methods may be initiated by district school boards to secure reimbursement from other agencies.
  - j. A schedule for review of the program being provided to the exceptional student with a disability or the infant or toddler with a disability, through the contract.
  - k. Provision for terminating the contract.
  - l. Written assurance of compliance with applicable provisions of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1974, and Section 504 of the Rehabilitation Act of 1973.

## **Additional District Responsibilities**

When contracting with a nonpublic school or community facility, in accordance with Rule 6A-6.0361, F.A.C., the school district shall be responsible for at least the following:

1. Selecting an appropriate nonpublic school or facility in consultation with the parent and other appropriate agency personnel

2. Providing for transportation for students age three through 21 years
3. Maintaining a case file including progress reports and periodic evaluations of the exceptional student with a disability, or infant or toddler with a disability
4. Verifying that the child is a resident of the school district and is enrolled in, or has made application for admittance to, a school district program
5. Providing for the cost of the student's educational program or early intervention services as specified in the contract
6. Maintaining documentation of the qualifications of personnel in nonpublic schools or community facilities as required in Rule 6A-6.0361, F.A.C., or by the appropriate licensing entity, including the out-of-field notification requirements of s. 1012.42, F.S.
7. Providing an appropriate educational program for the student in the least restrictive environment based on an annual or more frequent review of the student's IEP, or early intervention services in a natural environment based on a six-month or more frequent review of the child's IFSP
8. Maintaining copies of the IEPs or IFSPs in the district and providing copies of the IEPs of students who are in residential placements to the Department of Education, Bureau of Exceptional Education and Student Services
9. Reporting, data collection, and monitoring the use of seclusion or restraint of the student, in accordance with s.1003.573, F.S.

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## Section B.5: Florida Educational Finance Program (FEFP) Funds

### Florida Educational Finance Program (FEFP) Funds

When an exceptional student with a disability, or infant or toddler with a disability, is enrolled in a nonpublic school or community facility program under contractual arrangement for providing a special educational program or early intervention services as provided herein, the student, or infant or toddler, shall generate FEFP funds for the school district in the appropriate cost categories as established in s. 1011.62, F.S., as outlined below.

1. The nonpublic school or community facility program meets the criteria referenced under **District Responsibilities** in Part I, Section B.4.
2. The student is regularly attending the program, and the length of the school day and minimum number of days are in compliance with Rule 6A-1.045111, F.A.C.
3. The student is appropriately identified as an exceptional student with a disability by the school district, or the infant or toddler has been determined eligible as an infant or toddler with a disability by the Part C Early Steps Program, but does not include students identified solely as gifted.
4. An IEP or IFSP for the student has been developed as required.
5. Full-time equivalent student membership for each exceptional student with a disability, or infant or toddler with a disability, under a contractual arrangement is included in the school district's report of membership.
6. Annually and prior to the first report of full-time equivalent membership for a student in a residential placement in a nonpublic or community facility program, a copy of the contracts signed by all participating parties shall be filed with the Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, 325 West Gaines Street, Tallahassee, Florida 32399.

When a school district contracts for the educational component of a residential placement for a group of students, one (1) contract with student names or individual contracts shall be filed.

#### Notes:

When an exceptional student with a disability is offered an appropriate educational program by the school district and the parent waives his opportunity in favor of a nonpublic program selected by the parent, the parent shall assume full financial responsibility for the student's education.

Section 1003.57(2)(a), F.S., states, "an exceptional student with a disability who resides in a residential facility and receives special instruction or services is considered a resident of the state in which the student's parent is a resident." The statute further indicates that nonresident students with disabilities being serviced in residential facilities "may not be reported by any school district for FTE funding in the Florida Education Finance Program (FEFP)."

**The district contracts for special education and related services with nonpublic schools, residential facilities, or community facilities.**

- Yes  
 No

If **yes**, describe the district's procedures for the following:

**Determining that the school or facility meets the required criteria before a contract with a nonpublic school or community facility is completed.**

The ESE Director and a program specialist utilize a facility review sheet which contains all the criteria for approval of the private school including but not limited to qualifications of staff, length of school day and year, sanitation and health certificates, confidentiality of student records and various policies and procedures. An onsite visit is scheduled and our district staff travel to the program, interview staff, conduct program observations and obtain copies of required documents. Data are analyzed to ensure that all criteria are met before a contract is fully executed.

**Maintaining documentation of the qualifications of personnel in nonpublic schools or community facilities as required in Rule 6A-6.0361, F.A.C., or by the appropriate licensing entity, including the out-of-field notification requirements of s. 1012.42, F.S.**

The qualifications of instructional staff and related service providers are reviewed to determine that adequate written documentation is present to substantiate that staff are qualified under state rules or appropriate licensing entities. In addition, instructional staff credentials are judged against NCLB highly qualified teacher requirements. Written documentation of teacher certification and highly qualified status are maintained in the district human resources files in order to maintain appropriate documentation of personnel qualifications. If a teacher is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, the parents of all students in the class are notified in writing of such assignment by the human resources office. Written notification is sent via U. S. Postal Service and records of such notifications are maintained in the human resources office.

**Maintaining copies of the IEPs or IFSPs in the district and providing copies of the IEPs of students who are in residential placements to the Florida Department of Education, Bureau of Exceptional Education and Student Services.**

Copies of the IEPs or IFSPs are maintained at the ESE district office and are also sent to DOE/BEESS if it is a residential contract annually and prior to the first report of FTE for residential placements.

## **Section B.6: Limited English Proficiency (LEP) Students**

### **Limited English Proficiency (LEP) Students**

The school district assures that LEP students who are also students with disabilities have programming and services pursuant to federal and state laws and regulations

## **Section B.7: Child Find**

### **Child Find**

1. The State has assigned to local school districts and the Florida Diagnostic and Learning Resources System (FDLRS) associate centers the responsibility for fully informing parents about the requirements of identifying, locating, and evaluating students with disabilities in accordance with 34 CFR §300.111 and ss. 1006.03 and 1003.57, F.S.
2. The focus for FDLRS's child find activities is children birth to five years of age and children attending **nonpublic** schools. FDLRS also serves as a link between school districts and the identification, location, and evaluation services of the local Early Steps programs, county health units, Head Start, Florida School for the Deaf and the Blind (FSDB), and the individual school districts.
  - a. In addition to these functions, FDLRS centers have been authorized to provide testing and evaluation services to nonpublic school pupils or other children who are not enrolled in public schools and to assist districts in providing testing and evaluation services for high-risk or infants and preschool children with disabilities.
3. For parentally-placed private school students, the district in which the private school is located has the responsibility for child find if the private school is **nonprofit**. If the private school is **for-profit**, the district of the student's residence has the child find responsibility.



## Section B.8: Confidentiality of Student Records

### Confidentiality of Student Records

In accordance with 20 United States Code (U.S.C.) §1232g, 34 CFR §§300.613–300.621, s. 1002.22, F.S., and Rule 6A-1.0955, F.A.C., the district assures that a formal policy is in place to guarantee the confidentiality of student records. This policy includes the following:

#### 1. Access rights

- a. The district will permit parents to inspect and review any educational records relating to their children that are collected, maintained, or used by the district, without unnecessary delay and before any meeting regarding an IEP, IFSP, or educational plan (EP), or any hearing relating to the identification, evaluation, or educational placement of the child, or the provision of FAPE to the student, and in no case more than 30 days from the request. The parent has the right to:
  - A response from the district for reasonable explanation and interpretation of the records
  - Request that the district provide copies of the records if failure to do so would deprive the parent of the right to review the records
  - Have a representative of the parent inspect and review the records
- b. The district presumes that the parent has authority to inspect and review records relating to that parent's child unless otherwise advised that the parent does not have such authority.
- c. The district keeps a record of parties obtaining access to student records, other than the parent or authorized district or school employees, which includes the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
- d. When the educational record includes information about more than one student, the parent may review the information relating only to that parent's child.
- e. The district will provide the parent, upon request, a list of the types and locations of educational records relating to that parent's child.
- f. The district may charge a fee for copies of records if the fee does not prevent the parent from accessing the records. A search or retrieval fee may not be charged.

#### 2. Amendment of student records

- a. The student's parent who believes that information within the student's educational records contains inaccurate or misleading information, or violates the privacy or other rights of the child, may request that the district amend the information.
- b. The district will decide whether to amend the information in accordance with the request within a reasonable period of time.
- c. If the district refuses to amend the information, it will inform the parent of the refusal and advise the parent of the right to a hearing, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.
- d. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will amend the record accordingly and inform the parent in writing.
- e. If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will inform the parent of the right to place in the record a statement commenting on the information or setting forth any reason for disagreement with the decision of the district.
- f. Any explanation placed in the student's record will be maintained by the district as part of the student's record as long as the district maintains the record or the contested portion. If the record is disclosed by the agency to any party, the explanation will also be disclosed.

#### 3. Consent

- a. Parental consent will be obtained before personally identifiable information is disclosed to anyone other than officials of the district or other party with a legitimate interest in the record, or as specifically authorized by FERPA and s. 1002.22, F.S.
- b. Parental consent or the consent of an eligible student, who has reached the age of majority, must be obtained before personally identifiable information is released to officials of participating agencies that provide or pay for transition services.
- c. Parental consent or the consent of an eligible student, who has reached the age of majority, must be obtained before any personally identifiable information about a child is released between school district officials where a private school is located and officials in the school district of the parent's residence in situations involving parentally placed private school students.

#### 4. Safeguards

- a. The district will protect the confidentiality of personally identifiable information during the collection, storage, disclosure, and destruction of records.
- b. The principal or designee at each school assumes responsibility for ensuring confidentiality of student records.
- c. All persons using or collecting personally identifiable information must receive training in confidentiality procedures.
- d. The district will maintain for public inspection a current listing of the names and positions of those employees within the district who have access to personally identifiable information.

#### 5. Destruction of information

- a. The district will inform parents when personally identifiable information is no longer needed to provide education services to the student. This information must be destroyed at the request of the parent.
- b. A permanent record of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

#### 6. Annual written notice to parents

- a. The district will provide annual written notice to inform the adult student, or the parent or guardian, of the rights defined in s. 1002.22, F.S., and 34 CFR §99.7. Items to be included in the notice are:
  - The right to review and inspect the student's education records, including the procedures to exercise this right
  - The right to seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, including the procedures to request an amendment
  - The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state statute permits disclosure without consent
  - The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA
- b. The district will have developed alternate methods of notice for informing adult students or the parent or guardian unable to comprehend a written notice in English.

#### 7. Free Appropriate Public Education (FAPE)

The district assures that FAPE is available to all students with disabilities residing in the district between the ages of three and 22 years, including: students with disabilities who have been suspended or expelled from school; students with disabilities who have graduated with a special diploma or certificate of completion, but have not attained the age of 22; students in the care and custody of DJJ, and students with disabilities who attend public charter schools. FAPE is also available to students identified as gifted in kindergarten through Grade 12. FAPE no longer applies to students who have graduated from high school with a standard diploma and do not defer receipt of the diploma in accordance with s. 1003.4282(11)(c), F.S. A standard diploma does not include an alternative degree that is fully aligned with the state's academic standards, such as a certificate of completion or a General Educational Development credential (GED), in accordance with Rule 6A-6.03028(1)(a), F.A.C.

## 8. Transition from Part C to Part B

Children participating in early intervention programs under Part C, who will participate in prekindergarten programs under Part B, will experience a smooth and effective transition to the prekindergarten program for children with disabilities. By the child's third birthday, an IEP or IFSP is developed and implemented. A representative of the school district participates in transition planning conferences arranged by Children's Medical Services (CMS), and Local Early Steps, the designated lead agency for Part C.

## 9. Funding formula

The district assures that, in accordance with s. 1011.62, F.S., in order to generate funds using one of the two weighted ESE cost factors, a new matrix of services form is completed by trained personnel at the time of initial placement and at least once every three years. Additionally, the district ensures that matrices reflect current services. If services change as the result of an IEP team decision, the district will complete a new matrix. The nature and intensity of the services indicated on the matrix is consistent with the services described in each student's IEP, IFSP, or EP. Nothing listed in the matrix limits the services the school district provides in order to ensure that exceptional students are provided a free appropriate public education.

Students identified as exceptional who do not have a matrix of services will generate funds on the basis of full-time equivalent student membership in the FEFP at the same funding level per student as provided for basic students. These students will be reported at 111 for grades prekindergarten through 3, 112 for grades 4 through 8, and 113 for grades 9 through 12. Additional funding for these students is provided through the ESE Guaranteed Allocation component of the FEFP.

## Section B.9: Coordinated Early Intervening Services (CEIS)

### Coordinated Early Intervening Services (CEIS)

**IDEA regulations, 34 CFR §300.226, permit an local educational agency (LEA) to voluntarily use up to 15 percent of Part B funds to develop and implement coordinated early intervening services.** CEIS is for students who have not been identified as students with disabilities under IDEA, but who have been identified as needing additional academic and behavioral supports to succeed in general education.

CEIS may be used for:

- Direct instruction of students in kindergarten through Grade 12, with a particular emphasis on students in kindergarten through Grade three;
- Professional development for teachers and other school staff for the delivery of scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction and instruction in the use of adaptive and instructional software; and
- Educational and behavioral evaluations, services and supports.

Any LEA that uses Part B funds for coordinated early intervening services must annually report to the State Educational Agency (SEA) the number of students served by CEIS.

**The SEA may require an LEA to reserve 15 percent of its Part B funds for CEIS,** when significant disproportionately based on race or ethnicity is determined according to IDEA regulations 34 CFR §300.646(b)(2).

## **Section B.10: National Instructional Materials Access Center (NIMAC)**

### **National Instructional Materials Access Center (NIMAC)**

#### **Statutory and Regulatory Citations**

34 CFR §300.172

1. The school district assures compliance with the National Instructional Materials Accessibility Standard (NIMAS) to provide instructional materials to blind persons or other persons with print disabilities in a timely manner.
2. Instructional materials may be purchased through the NIMAC in the same manner and conditions as authorized by the state.
3. School districts may choose not to coordinate with the NIMAC, but must ensure that children with disabilities who need instructional materials in accessible formats receive those materials in a timely manner.

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## Section C.1: Exceptional Student Education Procedural Safeguards

### Statutory and Regulatory Citations

34 CFR §§300.500–300.536

Sections 1003.57 1003.571, 1002.22 and 1008.212, F.S.

Rules 6A-6.03311, 6A-6.03313, and 6A-1.0955, F.A.C.

### Procedural Safeguards

Parents of exceptional students are entitled to information about their rights. These rights, or *procedural safeguards*, are intended to ensure that parents have the opportunity to be partners in the educational decisions made regarding their children.

The procedural safeguards notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication, that the parent understands the content of the notice, and that there is written evidence that these requirements have been met.

#### 1. Procedural safeguards for students with disabilities

This applies to students with disabilities enrolled in public schools and to students with disabilities enrolled by their parents in nonprofit private schools.

The district **assures** that the *Notice of Procedural Safeguards for Parents of Students with Disabilities* is made available to parents at least one time a school year. In addition, a copy also must be given to the parents:

- Upon initial referral or the parent's request for an evaluation
- In accordance with the discipline procedures when a change of placement occurs
- Upon receipt of the first state complaint in a school year
- Upon the receipt of the first request for a due process hearing in a school year
- Upon the parent's request to receive a copy
- In accordance with the provisions of s. 1008.212, F.S., upon the school district superintendent's recommendation to the commissioner of education that an extraordinary exemption for a given state assessment administration be granted or denied.

#### One of the following must be selected:

- The district will use the Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities, as posted on the Department's website, to inform the parents as required.
- The district will use a different notice of procedural safeguards for parents of students with disabilities to inform the parents as required. A copy of this notice is located in Appendix A.1

#### 2. Procedural safeguards for exceptional students who are gifted

The district **assures** that the notice of the *Procedural Safeguards for Exceptional Students who are Gifted* is made available to parents of a child who is gifted, and must be given to the parents, at a minimum:

- Upon initial referral for evaluation
- Upon refusal of a parent's request to conduct an initial evaluation
- Upon notification of each educational plan meeting
- Upon receipt of a request for a due process hearing by either the school district or the parent

**One of the following must be selected:**

- The district will use the Department of Education's Procedural Safeguards for Exceptional Students who are Gifted , as posted on the Department's website to inform the parents as required.
- The district will use a different notice of procedural safeguards for parents of students who are gifted to inform the parents as required. A copy of this notice is located in Appendix A.2
- This requirement is not applicable for the Department of Corrections.

**Describe the district's policies and procedures to ensure that within 15 days (7 days if expedited) of receiving notice of a parent's due process hearing request, the district convenes a resolution meeting with the parent and the relevant member or members of the IEP team unless the parent and the district agree in writing to waive the meeting or use the mediation process.**

Within 15 days of receiving notice of a parent's due process hearing request, the district will convene a resolution meeting with the parent, IEP team members and the LEA representative, who has decision-making authority. The district will not include its attorney unless the parent's attorney is present. The purpose of the resolution meeting is for the parents of the child to discuss their due process complaint, and the facts that form the basis of the complaint, so that the district has the opportunity to resolve the dispute that is the basis for the due process hearing request. Once the request for a due process hearing is completed by the parent and received by the appropriate school district representative, the request is marked with a date received stamp and a copy of the request is forwarded to the State Department of Education. Parents are immediately contacted to schedule a date for a resolution meeting, within fifteen (15) days of the district's receipt of the request for a due process hearing. Parents are contacted via phone and provided with written notice, identifying the issues, the meeting participants, date, time and location of the meeting via U.S certified mail. A self-addressed stamped envelope is provided to parents to ensure their written response is returned in a timely manner. If the parent does not respond within three to five business days another attempt is made via phone and U.S. certified mail. These contacts are carefully logged and monitored by the district ESE office personnel. If a parent or the parent's representative is non-responsive, the district may direct a school social worker to deliver the written notice to the parent's legal address. The resolution meeting is mandatory unless both sides agree not to do it. A waiver of the meeting is appropriate if both parties are interested in going to mediation. If there is a waiver, it is executed in writing by both parties using the district's Waiver of Resolution Meeting form. If the parent is not able to complete the waiver in person, the parent is contacted by phone and the waiver is sent via U.S. certified mail. These contacts are carefully logged and monitored by the district ESE office personnel. A self-addressed stamped envelope is provided to parents to ensure their written response is returned in a timely manner. If a parent or the parent's representative is non-responsive, the district may direct a school social worker to deliver the waiver to the parent's legal address.

## Section C.2: Parental Revocation of Consent for Special Education and Related Services

### Statutory and Regulatory Citations

34 CFR §§300.9, 300.300 and 300.503  
Section 1003.4282, F.S.

### Procedures

A parent of a student with a disability who has been receiving specially designed instruction and related services may revoke consent for such services.

1. The parent's request for revocation must be in writing.
2. The district will provide the parent with written notice under 34 CFR §300.503 before ceasing the provision of special education and related services.
3. The district may not continue to provide special education and related services to the child.
4. The district will not use mediation or due process procedures to challenge the parent's revocation of consent.
5. The district is not required to convene an IEP team or develop an IEP for further provision of special education and related services for the student.
6. The district is not required to amend the child's education records to remove any reference to the child's previous receipt of such services.
7. The district will not be considered to be out of compliance with IDEA for failure to provide a FAPE to an otherwise eligible child.

### Requirements or Options No Longer Applicable

When a parent of a student with a disability revokes consent for services, the requirements that previously applied solely as a result of the student's status as a student with a disability will no longer apply. Examples include:

1. The revocation applies to all services the student is receiving as a student with a disability, including instructional and testing accommodations; the revocation cannot be for some services but not others.
2. The procedural safeguards that apply to students with disabilities, including disciplinary protections, will no longer apply to the student.
3. The options in accordance with s. 1003.4282 (10), F.S., for a student with an individual educational plan to satisfy the standard high school diploma requirements will not be available.

## Section C.3: Transfer of Parental Rights at Age of Majority

### Statutory and Regulatory Citations

34 CFR §§300.520 and 300.320

Chapter 744, F.S.

Section 393.12, F.S.

Rules 6A-6.03028, 6A-6.03011, 6A-6.0311 through 6A-6.0361, and 6A-6.03311, F.A.C.

### Procedures

1. When a student with a disability reaches the age of 18, except for a student with a disability who has been determined incompetent under state law or who has had a guardian advocate appointed to make educational decisions as provided by s. 393.12, F.S., all rights afforded to parents under Rules 6A-6.0311 through 6A-6.0361, F.A.C., transfer to the student. However, the right to notice under Rules 6A-6.0311 through 6A-6.0361, F.A.C., is retained as a shared right of the parent and the student.
2. At least one year before the student's eighteenth birthday, the district will inform the student of his or her rights under Part B of the Individual with Disabilities Educational Act (IDEA), if any, that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age. The student's individual educational plan will include a statement that the student has been informed of the rights, if any, that will transfer to the student at 18 years of age.
3. The school district will notify the student and the parent of the transfer of rights when the student attains the age of 18; this notice is separate and distinct from the notice that was provided to the student and the parent at least one year before the student's eighteenth birthday.
4. For a student with a disability who has attained age 18 and is incarcerated in a juvenile justice facility or local correctional facility, all rights accorded to parents under Part B of the IDEA transfer to the student, including the right to notice.
5. For students incarcerated in state correctional facilities, all rights accorded to parents under Part B of the IDEA transfer to the student, including notice, regardless of the age of the student.
6. If a student with a disability has reached the age of majority and does not have the ability to provide informed consent with respect to his or her educational program, procedures established by statute may be used by the parent to take one of the following actions:
  - a. Have the student declared incompetent and the appropriate guardianship established in accordance with the provisions of Chapter 744, F.S.
  - b. Be appointed to represent the educational interests of the student throughout the student's eligibility for Free Appropriate Public Education (FAPE) under Rules 6A-6.03011 through 6A-6.0361, F.A.C.
  - c. Have another appropriate individual appointed to represent the educational interests of the student throughout the student's eligibility for FAPE under Rules 6A-6.0311 through 6A-6.0361, F.A.C., if the parent is not available in accordance with s. 393.12, F.S.



## Section D: Surrogate Parents

### Statutory and Regulatory Citations

34 CFR §300.519

Sections 39.0016 and 1002.22, F.S.

Rule 6A-6.0333, F.A.C.

### Definition

A surrogate parent is an individual appointed to act in the place of a parent in educational decision-making and in safeguarding a student's rights under IDEA and s. 39.0016, F.S., when no parent can be identified; the student's parent, after reasonable efforts, cannot be located by the school district; the student is a ward of the state under state law; the student is an unaccompanied homeless youth; or a court of competent jurisdiction over the student has determined that no person has the authority, willingness, or ability to serve as the educational decision maker for the student without judicial action.

### Procedures

1. A surrogate parent appointed by the district school superintendent or the court:
  - a. Must be at least 18 years old.
  - b. Must have no personal or professional interest that conflicts with the interests of the student to be represented.
  - c. Must not be an employee of the FDOE, the local school district, a community-based care provider, the Florida Department of Children and Families (DCF), or any other public or private agency involved in the education or care of the student.
    - This prohibition includes group home staff and *therapeutic* foster parents.
    - A person who acts in a parental role to a child, such as a foster parent or relative caregiver, is not prohibited from serving as a surrogate parent if he or she is employed by such agency, willing to serve, and knowledgeable about the child and the exceptional student education process.
    - The surrogate parent may be a court-appointed guardian ad litem or a relative or nonrelative adult who is involved in the child's life regardless of whether that person has physical custody of the child.
  - d. Must have the knowledge and skills acquired by successfully completing training using materials developed and approved by the FDOE to ensure adequate representation of the child.
2. Appointment of a surrogate parent for a student who has or is suspected of having a disability
  - a. A surrogate parent for a student who is eligible for or who is suspected of being eligible for special programs made available through a school district or agency under contract with the school district shall be appointed by the district's school superintendent not more than 30 days after the school district determines that the student needs a surrogate parent.
  - b. The surrogate parent for a student who is eligible for or who is suspected of being eligible for special programs made available through a contract from the FDOE shall be appointed by the individual specified in the contract.
  - c. In the case of a student who is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the student's case, provided the surrogate meets the qualifications above.
  - d. If a guardian ad litem has been appointed for a child, the district school superintendent must first consider the child's guardian ad litem when appointing a surrogate parent.
    - The district school superintendent must accept the appointment of the court if he or she has not previously appointed a surrogate parent.
    - The court must accept a surrogate parent duly appointed by a district school superintendent.

- e. A surrogate parent appointed by the district school superintendent or the court must be accepted by any subsequent school or school district without regard to where the child is receiving residential care so that a single surrogate parent can follow the education of the child during his or her entire time in state custody.
- f. Nothing in s. 39.0016, F.S., or in Rule 6A-6.0333, F.A.C., shall limit or prohibit the continuance of a surrogate parent appointment when the responsibility for the student's educational placement moves among and between public and private agencies.
- g. For a child known to the DCF, the responsibility to appoint a surrogate parent resides with both the district school superintendent and the court with jurisdiction over the child.
  - If the court elects to appoint a surrogate parent, notice shall be provided as soon as practicable to the child's school.
  - At any time the court determines that it is in the best interests of a child to remove a surrogate parent, the court may appoint a new surrogate parent for educational decision-making purposes for that child.
- h. The surrogate parent shall continue in the appointed role until the occurrence of one of the following circumstances:
  - The child is determined to no longer be eligible or in need of special programs, except when termination of special programs is being contested
  - The child achieves permanency through adoption or legal guardianship and is no longer in the custody of DCF
  - The parent who was previously unknown becomes known, whose whereabouts were unknown is located, or who was unavailable is determined by the court to be available
  - The appointed surrogate no longer wishes to represent the child or is unable to represent the child
  - The superintendent of the school district in which the child is attending school, the FDOE contract designee, or the court that appointed the surrogate determines the appointed surrogate parent no longer adequately represents the child
  - The child moves to a geographic location that is not reasonably accessible to the appointed surrogate
- i. The appointment and termination of appointment of a surrogate shall be entered as an order of the court with a copy of the order provided to the child's school as soon as practicable.

3. The person appointed as a surrogate parent:

- a. Must be acquainted with the child and become knowledgeable about his or her disability and educational needs
- b. Must represent the child in all matters relating to identification, evaluation, and educational placement and the provision of a free and appropriate education to the child
- c. Must represent the interests and safeguard the rights of the child in educational decisions that affect the child

4. The responsibilities of the person appointed as a surrogate parent shall not extend to the care, maintenance, custody, residential placement, or any other area not specifically related to the education of the child, unless the same person is appointed by the court for such other purposes.

5. A person appointed as a surrogate parent shall enjoy all of the procedural safeguards afforded a parent with respect to the identification, evaluation, and educational placement of a student with a disability or a student who is suspected of having a disability.

6. A person appointed as a surrogate parent shall not be held liable for actions taken in good faith on behalf of the student in protecting the special education rights of the child.

7. A school district may compensate persons appointed as surrogate parents. A person acting as a surrogate parent is not an employee of the school district or FDOE-contracted program solely because he or she is paid by the school district or FDOE-contracted program to serve as a surrogate parent.

8. In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency or transitional shelters, independent living programs, and street outreach programs, as well as McKinney-Vento liaisons or other school district staff, may be appointed as temporary surrogate parents without regard to the requirements until a surrogate can be appointed who meets all of the requirements.

**One of the following must be selected:**

- I have read and understand the above information.
- This section is not applicable for the Department of Corrections.

**Describe the district's procedures for determining when a student who has or is suspected of having a disability needs a surrogate parent, including documentation of reasonable efforts to locate or contact the parent, if applicable. (i.e., no clear evidence that parental rights have been terminated).**

Every student with a disability (SWD) must be represented by an individual of the age of majority that serves in a parental relationship with the student. When it has been determined that a SWD does not have an appropriate representative a surrogate parent may be necessary. Most frequently these circumstances may include students whose biological parents are unknown or unavailable, a court order removing the educational decision making rights of the parent, a student who is in a group home, or a student who may be in a homeless shelter. When a dependency judge, Kids First, Department of Children and Families, group home, student's school of enrollment or other agencies notify the ESE Director of possible need for a surrogate parent the director follows procedures in the Admissions and Placement manual for making the final determination whether the student needs a surrogate parent.

**Describe the district's procedures for recruiting and training surrogate parents, including those surrogates appointed by a judge.**

Recruitment is through the guardian ad litem program, retired teachers organization and local agencies such as Rotary, Kiwanis, and Chamber of Commerce via an application process. Training is provided through Florida Diagnostic & Learning Resources System and district ESE program specialists. Upon successful completion of the training the Superintendent recommends appointment. Once the ESE Director determines a need for a surrogate parent, the Superintendent makes the appropriate assignment.

## Section E: Individual Educational Plans and Educational Plans for Transferring Exceptional Students

### Statutory and Regulatory Citations

34 CFR §§99.31 and 300.323

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03028, 6A-6.0331, 6A-6.0334 and 6A-6.0361, F.A.C.

### Definition

A transferring exceptional student is one who was previously enrolled as an exceptional student in any other school district or agency and who is enrolling in a different Florida school district or in an educational program operated by the Florida Department of Education through grants or contractual agreements in accordance with s. 1003.57, F.S.

### Procedures

#### 1. IEPs or EPs for students who transfer school districts within Florida

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school district transfers to the school district and enrolls in a new school, the new school district (in consultation with the parents or legal guardians) will provide FAPE to the student, which includes services comparable to those described in the child's IEP or EP from the previous Florida school district, until the school district does **one** of the following:

- a. Adopts the student's IEP or EP from the previous school district.
- b. Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rule 6A-6.03028 - 6A-6.0361, F.A.C.

#### 2. IEPs or EPs for students transferring to or from a Florida school district and a full-time virtual program

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school or school district enrolls in a full-time virtual program (in accordance with s. 1002.37 or 1002.45, F.S.), the virtual program must determine if the student meets the profile for success in this educational delivery context. If the student meets the profile for success in this educational delivery context, the virtual program will provide FAPE to the student, which includes services comparable to those described in the student's IEP or EP from the previous school or school district, until the IEP team for the virtual program either:

- a. Adopts the student's IEP or EP from the previous school or school district, or
- b. Develops, adopts and implements a new IEP or EP that meets the applicable requirements of Rules 6A-3.03011 - 6A-6.0361, F.A.C. A virtual program may not deny or delay enrollment pending review of a student's IEP or EP.

When an IEP team of a school district determines that the full-time virtual program is appropriate for a student in accordance with s. 1003.57(5), F.S., within fifteen (15) business days prior to the withdrawal from the school district, the school district must convene an IEP team meeting with at least one (1) representative specific to the full-time virtual program to determine appropriate goals, supports and services for the student. The receiving virtual program may adopt and implement the student's existing IEP from the previous school district or may revise the IEP as needed, to meet the student's needs in the virtual environment.

When an IEP team for a virtual program determines that the full-time virtual program is not appropriate for a student in accordance with s. 1003.57(5), F.S., the full-time virtual program must, within fifteen (15) business days, convene an IEP team meeting to determine appropriate goals, supports and services for the student. A representative from the school district of residence for the student must participate in this meeting. A student may not be disenrolled from a full-time virtual program until after the IEP team has met and determined appropriate services for the student.

#### 3. IEPs for students who transfer from outside Florida

If an exceptional education student who had an IEP that was in effect in a previous school district in another state transfers to the school district and enrolls in a Florida school district within the same school year, the new Florida school district (in consultation with the parents) will provide the student with FAPE (including services comparable to those described in the student's IEP from the previous school district) until the school district does **both** of the following:

- a. Conducts an initial evaluation in accordance with Rule 6A-6.0331, F.A.C., or determines that evaluation is not necessary.
- b. Develops, adopts, and implements a new IEP or EP, if appropriate, that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.

If a transfer student enters the school district with a specific methodology or curriculum on their IEP that was provided through therapy as a related service (e.g., Handwriting without Tears®, sensory integration, neurodevelopmental treatment), and the particular program stated on the IEP is not used in the new school district, another comparable strategy or intervention can be used until the new school district is able to conduct an evaluation, if determined necessary, and develop, adopt and implement a new IEP, if appropriate.

#### 4. EPs for gifted students who transfer from outside Florida

If a student who had a gifted plan that was in effect in a previous school district in another state transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements a Florida EP that meets the applicable requirements of Rule 6A-6.030191, F.A.C. In accordance with Rule 6A-6.0334, F.A.C., students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.03019, F.A.C., for continued services. A gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.

#### 5. Parental consent

The student's new school district is **not** required to obtain parental consent for the initial provision of services for transferring exceptional students determined eligible for services. However, written informed parental consent **is** required before the new school district can conduct an initial evaluation to determine if a student has a disability and needs special education and related services.

#### 6. Transmittal of records

To facilitate the transition for a student described in subsections 1 and 2 above, the new school district in which the student enrolls will take reasonable steps to promptly obtain the student's records, including the IEP or EP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous school district in which the student was enrolled, in accordance with 34 CFR §99.31; and the previous school district in which the student was enrolled must take reasonable steps to promptly respond to the request from the new school district.

## Section F: Access to a Student's Public Benefits or Insurance

### Statutory and Regulatory Citations

34 CFR §300.154

Rules 6A-6.03011 through 6A-6.0361, 6A-6.03028 and 6A-6.03311, F.A.C.

### Procedures

The school district may use the Medicaid or other public health benefits or insurance programs in which a student participates to provide or pay for services required under Rules 6A-6.03011 through 6A-6.0361, F.A.C., as permitted under the public benefits or insurance program, except as noted below:

1. With regard to services required to provide FAPE to an eligible student under the IDEA, the school district:
  - a. May not require parents to sign up for or enroll in public insurance programs in order for their student to receive FAPE under Part B of the IDEA.
  - b. May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided pursuant to the IDEA– the district may pay the cost that the parent otherwise would be required to pay.
  - c. May not use a student's benefits under a public insurance program if that use would (any of the following):
    - Decrease available lifetime coverage or any other insured benefit.
    - Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school.
    - Increase premiums or lead to the discontinuation of benefits or insurance.
    - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
  - d. Prior to accessing the student's or parent's public benefits or insurance for the first time, and after providing notification to the student's parent as described in Rule 6A-6.03028(3)(q)1.e., F.A.C., the school district must obtain written, parental consent that specifies each of the following:
    - The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student
    - The purpose of the disclosure, such as the purpose of billing for services
    - The agency to which the disclosure may be made
    - The parent understands and agrees that the school district may access the insurance to pay for the services required under Rules 6A-6.03011 through 6A-6.0361, F.A.C.
  - e. Prior to accessing a student's or parent's public benefits for the first time, and annually thereafter, the school district must provide written notification consistent with requirements found in Rule 6A-6.03311(1)(a) and (b), F.A.C., to the student's parents that includes all of the following:
    - A statement of the parental consent provision in Rule 6A-6.03028(3)(q)1.d., F.A.C.
    - A statement of the no cost provisions of Rule 6A-6.03028(3)(q)1., F.A.C.
    - A statement that the parents have the right to withdraw their consent to disclose their child's personal identifiable information to the agency responsible for the administration of the State's public benefits or insurance at any time.
    - A statement that the withdrawal of consent or refusal to provide consent to disclose personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program does

not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

2. With regard to students with disabilities who are covered by private insurance, a school district may access a parent's private insurance proceeds to provide services required under the IDEA only if the parent provides written informed consent. Each time the school district proposes to access the parent's private insurance to provide services required under IDEA, the agency must obtain parental consent and inform the parents that their refusal to permit the school district to access their private insurance does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.
3. If a school district is unable to obtain parental consent to use the parents' private insurance, or public benefits or insurance when the parents would incur a cost for a specified service required to ensure a FAPE, the school district may use its IDEA Part B funds to pay for the service. To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parents would incur a cost, the school district may use its IDEA Part B funds to pay the cost that the parents otherwise would have to pay to use the parents' benefits or insurance (e.g., the deductible or co-pay amounts).

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## Section G: General Education Intervention Procedures

### Statutory and Regulatory Citations

34 CFR §§300.302, 300.306, and 300.308–300.310

Sections 1008.25 and 381.0056, F.S.

Rules 6A-6.03018, 6A-6.03019, 6A-6.03020, 6A-6.0331 and 6A-6.03411, F.A.C.

### Definition

General education intervention procedures are activities conducted by a district for kindergarten through Grade 12 students enrolled in public schools who need additional academic or behavioral support to succeed in the general education environment. These activities are embedded in the district's responsibility to implement a multi-tiered system of supports that is integrated into a continuum of evidence-based academic and behavioral interventions. In implementing a data-based problem-solving process designed to develop a coordinated continuum of evidence-based instruction and intervention practices, a district may engage in activities that include educational and behavioral evaluations, services, supports, evidence-based literacy instruction and professional development for teachers and other school staff, and where appropriate, instruction on the use of adaptive and instructional technology.

### General Education Intervention Procedures for K-12 Students Suspected of Having a Disability Who are Enrolled in Public Schools

#### 1. Parent involvement in general education intervention procedures

The district provides opportunities for parents to be involved in a data-based problem-solving process to address the student's academic or behavioral areas of concern. There must be discussion with the parent regarding the data used to identify the problem, the plan for addressing the problem through intervention, the plan for monitoring student progress, the student's responses to instruction and interventions, modification of the interventions when needed and anticipated future action to address the student's learning or behavioral needs. The district must maintain documentation of parental involvement and communication.

#### 2. Observations of student in the educational environment

The school district conducts observations of the student in the educational environment and, as appropriate, in other settings to document the student's academic or behavioral areas of concern. At least one observation must include an observation of the student's performance in the general education classroom.

#### 3. Review of data

The school district reviews social, psychological, medical, and anecdotal records and achievement data in the student's cumulative folder and demonstrates through data that the student was provided appropriate instruction in the regular education settings, which was delivered by qualified personnel. Attendance records are reviewed and used as one indicator of a student's access to instruction.

#### 4. Sensory screenings and diagnostic assessments

- a. Hearing and vision screenings are completed for the purpose of ruling out sensory deficits that may interfere with the student's academic and behavioral progress. Hearing and vision screenings are conducted in accordance with the school district's school health plan. In certain circumstances, a current evaluation by a medical professional may be used as the screening report.
- b. Additional screenings and assessments are conducted to assist in determining academic or behavioral interventions, as appropriate. Student screenings to determine instructional and behavioral intervention strategies are not considered to be an evaluation for eligibility for special education and related services.

#### 5. Implementation of evidence-based interventions

- o The school district implements evidence-based interventions addressing the identified areas of concern in the **general education environment**.
- o The interventions selected for implementation should be determined by a team through a data-based problem-solving process that uses student performance data to identify and analyze the area(s) of concern, select and implement interventions, monitor effectiveness of the interventions and modify intervention or intensity when needed.



- o Interventions must be implemented as designed for a period of time sufficient to determine effectiveness, and with a level of intensity that matches the student's needs.
- o The district must collect pre-intervention and ongoing progress-monitoring data regarding academic or behavioral areas of concern and communicate the data to the parents in an understandable format, which may include, but is not limited to, graphic representation.

6. General education interventions are **not** required for the following:

- o Children younger than kindergarten-entry age who are not enrolled in kindergarten
- o Students suspected of being gifted as described in Rule 6A-6.03019, F.A.C.
- o Students who are being considered for eligibility for specially designed instruction for students who are homebound or hospitalized as described in Rule 6A-6.03020, F.A.C.
- o Students who are not enrolled in a public school.

General education interventions **may not be required** for students suspected of having a disability if the student demonstrates a speech disorder; or severe cognitive, physical, or sensory disorders; or severe social or behavioral deficits that require immediate intervention to prevent harm to the student or others, and a team comprised of qualified professionals and the parent determines that these general education interventions are not appropriate.

**Does the district have a Multi-Tiered System of Support (MTSS) procedures document or website?**

- Yes
- No

**If yes, how can this document or website be accessed?**

The 2017-2018 Multi-Tiered System of Supports Handbook can be accessed through the Clay County Schools Website (oneclay.net).

**If no, describe district policies and procedures for integrating a data-based, problem-solving process within an MTSS.**

**What academic and behavior progress monitoring tools and data do teams use to monitor student response to intervention? Address the following in your response: (a) How frequently are Tier 3 interventions reviewed and monitored? (b) What factors does the problem-solving team consider in determining that the student may be a student with a disability? (c) What is the decision criteria for initiating an evaluation?**

The screening and progress monitoring tools used to determine the effectiveness of supplemental instruction and academic interventions by measuring a student's response to intervention include i-Ready Mathematics for grades K-8, i-Ready Reading for grades K-3, Achieve 3000 Reading for grades 4-12, Performance Matters Assessments for Algebra I, Geometry, Civics, American History, Biology, and Science (Grades 5 and 8), Clay Writes for grades 4,8, & 10, Clay Behavior Universal Screener, curriculum-based assessments, and grade level common assessments. In addition, teachers analyze individual instructional assessments, student work samples, class assessments, small group lesson plans, and corrective feedback data obtained after re-teaching and re-assessing. All teachers are part of a weekly collaboration team that meets for one hour. All of the collaboration teams within a school formulate a professional learning community (PLC). Collaboration teams utilize the problem solving process when discussing the individual needs of students as evident in the completion of the professional development PLC log. Highly individualized positive behavior intervention plans are used to monitor student response to intervention for students needing behavioral supports. The interventionist, typically the classroom teacher, enters data collected from the delivery of interventions into the district's data recording system. The Tier 2 and Tier 3 process provides for parent input in documentation of parent conferences. At these conferences, parents/guardians determine the most effective medium of communicating progress monitoring results. School personnel providing the instruction will monitor the student's progress and notify the parent/guardian via phone, electronic parent portal message, documentations sent home with student, documentation mailed home, or any other means as agreed upon during the parent conference. Tier 3 interventions are reviewed and monitored within the classroom at least every four weeks while progress of those needing moderate intervention are monitored at least weekly. For those requiring the greatest intensity of services, progress monitoring is weekly or biweekly. Data points are recorded in Performance Matters. Student's rate of progress monitoring is driven by an analysis of the data collected, and is determined to be mastered, good, questionable, or poor. The date of progress monitoring and the progress monitoring status along with any pertinent notes are entered into the district's electronic data system. Factors which the problem-solving team may consider in determining whether a student may be a student with a disability may include the rate of progress, the amount of time to reach the long-term goal, the intensity of interventions needed to create such progress, and the student's performance on state and local assessments. The school district will seek consent from the parent or guardian to conduct an evaluation whenever the district suspects that a kindergarten through Grade 12 student is a student with a disability and needs special education and related services. The decision criteria for initiating an evaluation includes, but is not limited to, the following: a). When a school-based team determines that the kindergarten through Grade 12 student's response to interventions implemented indicates that the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions. Problem solving teams will consider initiating an evaluation if the problem is intense (significantly discrepant from expectations and peers) AND severe (minimally responsive to evidence-based interventions delivered with integrity); and b). When a school-based team determines that the kindergarten through Grade 12 student's response to intervention data indicates that intensive interventions implemented are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources.

**How does the district monitor implementation and fidelity of problem identification, problem analysis, intervention development and intervention effectiveness? Address the following in your response: (a) How problem-solving is documented (b) Procedures for monitoring fidelity**

The Multi-tiered System of Supports (MTSS) team will use a problem-solving approach and student data to identify and analyze the area or areas of concern, select and implement interventions, and monitor progress. Monitoring the implementation and fidelity of the four step problem-solving process is accomplished using the procedures, district electronic data system, forms, and web-based resources outlined in the district Multi-Tiered System of Supports Handbook. The instructions delineate the process for problem identification, analysis of data, the selection and implementation of evidence-based interventions, the supports available for effective implementation with fidelity through school and district level personnel, and documentation of student's response to interventions. The Intervention Team Facilitator provides support to staff for implementation, while school-based administrators monitor the fidelity of the problem-solving process and implementation of the intervention plan. The district MTSS team meets weekly to oversee the implementation of the MTSS process throughout the district. As part of the team's responsibilities; the team reviews MTSS data for each school, creates and shares school level reports for students actively engaged in the MTSS process, and provides school personnel with support and resources as they engage in the problem solving process. In addition, the district MTSS team ensures each school has a designated, trained, lead administrator to monitor the implementation and fidelity of the MTSS process. Based on student response to intervention, the team may adjust the intervention or its intensity. The team's decision is guided by four critical questions: a). What is the gap between current performance and expectations? The student's current level of performance is compared to grade level expectation/standards and peer performance on State/District assessments, b). Why is the gap occurring?, c). What will we do to close the gap?, and d). Is the intervention working?

**How are parents engaged in the problem-solving process? (Include the frequency and format for sharing student response to intervention data with parents.) Address the following in your response: (a) How information is disseminated explaining the school's multi-tiered system of supports (global awareness) (b) Procedures or policies for including parents in problem solving (c) Frequency and format for sharing data on the student response to intervention with parents (d) When and how parents are notified of their right to request an evaluation**

The district provides opportunities for parents to be involved in a data-based problem-solving process to address the student's academic or behavioral areas of concern. In addition, pre-intervention and ongoing progress monitoring measures of academic and/or behavioral areas of concern are collected and communicated to parents in an understandable format, which includes graphic representations of Tier 3 data. If a student is identified as needing support at Tier 1 of the MTSS process, parents are engaged via parent conferences and teacher communication. The teacher(s) describe the problem and the data used to identify the problem (i.e. universal screeners, common formative assessments, and classroom performance.) If a student requires Tier 2 supports, parents are engaged again via a parent conference and teacher communication. Teacher(s) share the student's academic or behavior concerns and the ways in which the teacher will work with the student to close the academic/behavior gap(s) (i.e. differentiated instruction, behavioral strategies. Parents are also notified of Tier 2 interventions via parent conference and the Notification of Tier 2 Interventions form which is accompanied by the District's brochure on MTSS. The brochure serves as a parent guide to understanding the MTSS process, promotes global awareness of the process, and lists additional sources where parents may obtain more information about the MTSS process. Also, it is at this point that the parent is first notified of their right to request an evaluation. When a student requires Tier 3 interventions, parents are initially invited to attend a "Notification of Intervention Activities" meeting. The team shares/reviews screening results and discusses with the parent a plan for addressing the student's academic or behavioral problem(s) through specific general education interventions, the plan for monitoring student progress, and anticipated outcomes of the interventions. Tier 3 interventions are reviewed and monitored within the classroom at least every four weeks while progress of those needing moderate intervention are monitored at least weekly. For those requiring the greatest intensity of services, progress monitoring is several times per week. This progress is shared with parents at least once or more frequently during the student's intervention period. Parents are also contacted if the team needs to modify (intensify, fade, or change) the interventions based on the student's progress. When the MTSS team can determine response to intervention, the team convenes with the parent to discuss the student's response to interventions and anticipated future action to address the student's learning or behavioral needs. Tier three intervention data is presented to parents in a graphic format to help ensure they have a clear understanding of the results. If warranted, a student services team meeting including the parent may be scheduled to determine the need for an evaluation. Furthermore, information explaining the Multi-tiered System of Supports (promoting a global awareness of the process) is disseminated not only to parents but to a variety instructional personnel and school administrators throughout the school year. The district MTSS team provides ongoing professional development inservice for Intervention Team Facilitators, School Counselors, School Psychologists, Curriculum Specialists, and School Administrators. Administrators in turn provide guidance, support and resources to teachers and parents at their school.

7. Procedures for children who are below mandatory school age and who are not enrolled in kindergarten include the following:

- a. Review existing social, psychological, and medical data. Refer for a health screening when needed.
- b. Conduct vision and hearing screenings for the purpose of ruling out sensory deficits.
- c. Conduct additional screenings to assist in determining interventions as appropriate.

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## Section H.1: Initiating an Evaluation for Exceptional Student Education

### Statutory and Regulatory Citations

34 CFR §§300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

Rules 6A-1.044, 6A-1.0502, 6A-4.0311, 6A-6.0331, 6A-6.03311 and 6A-6.03411, F.A.C.

### Definition

The school district must ensure that all students with disabilities or who are gifted and who are in need of exceptional student education (ESE) are identified, located, and evaluated, and FAPE is made available to them if it is determined that the student meets the eligibility criteria.

### Procedures for Initiating an Evaluation

Each school district must conduct a full and individual initial evaluation before the initial provision of ESE services. Either a parent of a kindergarten through Grade 12 student, or child age three to kindergarten-entry age, or a school district may initiate a request for initial evaluation to determine if the student is a student with a disability. Either a parent of a kindergarten through Grade 12 student or a school district may initiate a request for initial evaluation to determine if a student is gifted. The request for an evaluation is documented on the district's Consent for Evaluation form.

The school district must seek consent from the parent or guardian to conduct an evaluation whenever the district suspects that a kindergarten through Grade 12 student, or a child age three to kindergarten-entry age, is a student with a disability and needs special education and related services. Circumstances that would indicate that a kindergarten through Grade 12 student may be a student with a disability who needs special education and related services include, but are not limited to, the following:

1. When a school-based team determines that the kindergarten through Grade 12 student's response to intervention data indicates that intensive interventions implemented are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources;
2. When a school-based team determines that the kindergarten through Grade 12 student's response to interventions implemented indicates that the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions; and
3. When a child age three to kindergarten entry age receives a developmental screening through the school district or the Florida Diagnostic and Learning Resources System and, based on the results of the screening, it is suspected that the child may be a child with a disability in need of special education and related services; or
4. When a parent requests an evaluation and there is documentation or evidence that the kindergarten through Grade 12 student or child age three to kindergarten-entry age who is enrolled in a school- district operated preschool program may be a student with a disability and needs special education and related services.

Within 30 days of a determination that a circumstance described in subsections 1., 2. or 3. above exists for a student in grades kindergarten through Grade 12 or a child age three to kindergarten entry age, the school district must request consent from the parent to conduct an evaluation, unless the parent and the school agree otherwise in writing.

If a parent requests that the school conduct an evaluation to determine whether their child is a child with a disability in need of special education and related services, the school district must within 30 days, unless the parent and the school agree otherwise in writing:

1. Obtain consent for the evaluation; or
2. Provide the parent with written notice in accordance with Rule 6A-6.03311, F.A.C., explaining its refusal to conduct the evaluation.

Prior to a school district request for an initial evaluation for students in Grade K through 12, school personnel must make one of the following determinations about general education procedures:

1. Whether the general education intervention procedures have been implemented as required under Rule 6A-6.0331, F.A.C., and that the data indicate that the student may be a student with a disability who needs special education and related services;
2. Whether the evaluation was initiated at the parent's request and the general education activities will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services; or
3. Whether the nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student.

**Describe the district's procedure for obtaining parental consent for an evaluation when, through the FDLRS or school district child find process, it is suspected that a child ages three to kindergarten-entry age may be a child with a disability. In addition, describe how the district will ensure that the parent will be given the opportunity to provide consent within 30 days of the parent's request.**

The school district will seek consent from the parent or guardian to conduct an evaluation within thirty (30) days whenever the district suspects that a kindergarten through grade 12 student, or a child age 3 to kindergarten-entry age, is a student with a disability and needs special education and related services. When a parent requests an evaluation and there is documentation or evidence that a child age three (3) to kindergarten entry age may be a student with a disability and needs special education and related services, Child Find personnel will address the request in one of two ways. First, if the parent makes the request in person and the Child is present at the time of request, Child Find Personnel will review all available documentation and conduct screenings. If the student is suspected to have a disability, consent for evaluation is obtained at the meeting and a referral is completed. Then the Child Find referral packet is sent to the Clay County Preschool Assessment Team and an evaluation is completed with 60 calendar days of obtaining consent. Secondly, if the request is submitted in writing or obtained via the phone, Child Find personnel will schedule a meeting to conduct screenings, review existing data, and obtain consent within 30 school days of receiving the request. Then the Child Find referral packet is sent to the Clay County Preschool Assessment Team and an evaluation is completed with 60 calendar days of obtaining consent. In some cases a student may not pass the initial vision and/or hearing screenings administered at Child Find, and the parent may need to take the child to a private physician to complete the screenings or the team may ask the school district Audiologist to conduct an audiological evaluation. All results of additional screenings are immediately sent to the Clay County Preschool Assessment Team. If a noncustodial adult brings the child to Child Find, the Child Find staff conduct screenings and gather any available information to begin the Child Find Referral. Also, the Child Find staff attempts to contact the legal guardian via phone to explain the screening results and evaluation process. A meeting is scheduled or the consent for evaluation form is sent via U.S. mail, to ensure consent is received within 30-days. Once consent for evaluation is obtained by the Child Find Staff, the evaluation is completed by the Clay County Preschool Assessment Team within 60 school days of obtaining consent. The following are the district's procedure for obtaining parental consent for an evaluation within 30 days for students in grade K-12. Once general education interventions are completed for a student in K-12, a Student Services Team (SST) Meeting is held, including parent or guardian, school psychologist, regular education teacher(s), ESE teacher(s), administrator, and school counselor, to discuss the effectiveness of the general education interventions. If the student services team makes one of the following determinations below, the team will obtain consent for evaluation from the parent or guardian during the meeting. (a). When the kindergarten through grade 12 student's response to intervention data indicates that intensive interventions implemented are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources. (b). When the kindergarten through grade 12 student's response to interventions implemented indicates that the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions. (c). When the nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student. (d.) When a parent requests an evaluation and there is documentation or evidence that the kindergarten through Grade 12 student or child age three to kindergarten-entry age who is enrolled in a school- district operated preschool program may be a student with a disability and needs special education and related services. If the parent does not attend the meeting, the parent will be contacted immediately following the meeting (and periodically as needed) in order to gain consent for evaluation. All attempts to contact the parent or guardian are logged and monitored by ESE staff to ensure consent is obtained within the 30-day window. If repeated attempts are unsuccessful, the school district may ask the school social worker to engage in a home visit in order to obtain consent for evaluation prior to the close of thirty (30) day window.

**Describe the district's procedures for responding within 30 days to a parent who requests that an evaluation be conducted to determine the student's eligibility for special education and related services.**

When a parent requests an evaluation be conducted to determine the student's eligibility for special education and related services prior to the implementation of general education interventions for the student, the parent request is documented in writing. The request for an initial evaluation may be made in a variety of ways (i.e. via a letter, during a conference, email etc.). The request is date stamped when it is received, and immediately delivered to the school's ESE secretary or the school counselor responsible for convening a student services team meeting, which should include the parent, relevant teachers, intervention team facilitator, school psychologist, and staffing specialist, as appropriate. The student services team will be convened within 30 calendar days to determine, based upon all available data, including data provided by the parent, whether there is reason to suspect or believe that the student is a student with a disability and in need of special education sufficient to support the need for an evaluation.

**Describe the district's procedures for requesting an initial evaluation for students enrolled in the school district who may have disabilities and students who may be gifted.**

If it is determined that sufficient data exist to support a suspicion or belief that the student is a student with a disability and in need of special education (even where general education interventions have not been implemented), the student will be referred, appropriate parental consent will be obtained within 30 calendar days and the evaluation will be conducted. Implementation of general education interventions will occur concurrently with the evaluation. If it is determined that there is no reason to suspect or believe that the student has a disability and in need of special education services, and it is decided that an evaluation will not be conducted, then the district will provide the parent with written notice in accordance with Rule 6A-6.03311, F.A.C., explaining its refusal to conduct the evaluation within 30 calendar days of the parent's request.

**Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are enrolled in nonpublic schools or agency programs.**

Parents of students enrolled in nonpublic schools or agency programs may contact the school district to request an initial evaluation in order to determine the student's eligibility for special education and related services. The request for an initial evaluation should be directed to the school district and may be made in a variety of ways (i.e. via a letter, during a conference, email etc.). When the request documentation is completed or received, it is date stamped to ensure compliance with the 30-calendar day rule, and the school district contacts the the parent or agency and provides them with a private citizen referral packet. The packet contains, a consent for initial evaluation, observation forms, a vision and hearing screening form, MTSS tier three intervention forms, and other referral forms needed to support an evaluation. When the parent or agency returns the consent for evaluation form, the district completes formal assessments within the 60-calendar day initial evaluation window. The nonpublic school or agency implements tier three MTSS interventions during the same 60-calendar day initial evaluation window. School district staff are assigned to support nonpublic school and agency personnel with the implementation of tier interventions and data collection. They also provide guidance and assistance as needed throughout the process. For students ages 3 to 5, the agency (ex. Headstart) or non-public school refers to the Child Find component of FDLRS. They provide screening and initiation of the referral. It is the district's responsibility to assist the parent of a student suspected of having a disability in providing documentation of activities conducted prior to referral. If the non-public school or agency is unable to complete activities. e. g., screening, prior to referral, the local school staff and the ESE Department staff will assist in appropriate ways, including face-to face meetings, phone conferences, and written communications, to ensure a complete and timely referral. A case review of the referral packet is completed to determine compliance and quality.

**Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are not enrolled in any school.**

Parents of students who are not enrolled in any school may contact the school district to request an initial evaluation in order to determine the student's eligibility for special education and related services. The request for an initial evaluation should be directed to the school district and may be made in a variety of ways (i.e. via a letter, during a conference, email etc.). When the request documentation is completed or received, it is date stamped to ensure compliance with the 30-calendar day rule, and the school district contacts the parent or legal guardian and provides them with a private citizen referral packet. The packet contains, a consent for initial evaluation, observation forms, a vision and hearing screening form, MTSS tier three intervention forms, and other referral forms needed to support an evaluation. When the parent or legal guardian returns the consent for evaluation form, the district completes formal assessments within the 60-calendar day initial evaluation window. School district staff are assigned to support the parent or legal guardian with the implementation of tier interventions and data collection during the same 60-calendar day initial evaluation window. They also provide guidance and assistance as needed throughout the process.

DRAFT



## Section H.2: Conducting Student Evaluations and Reevaluations

### Statutory and Regulatory Citations

34 CFR §§300.131 and 300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

Rules 6A-1.044, 6A-1.0502, 6A-6.03013, 6A-6.03014, 6A-6.03022, 6A-4.0311, 6A-6.0331, and 6A-6.03411, 6A-6.0361 and 6A-10.019, F.A.C.

### Definitions

1. Evaluation means procedures used to determine whether a student has a disability or is gifted and in need of specially designed instruction and related services, and the nature and extent of the exceptional student education (ESE) that the student needs.
2. Reevaluation of a student with a disability is the process whereby existing evaluation data about the student is reviewed and additional data collected (if necessary) to determine whether the student continues to have a disability and be in need of specially designed instruction and related services, and the educational needs of the student.

### Procedures for Evaluation

#### 1. Responsibility for evaluation

- a. The school district is responsible for conducting a full and individual initial evaluation necessary to determine if the student is eligible for ESE services and to determine the educational needs of the student.
- b. Evaluations are conducted by qualified examiners (e.g., physicians, school psychologists, psychologists, speech language pathologists, teachers, audiologists, and social workers) as evidenced by a valid license or certificate to practice in Florida. In circumstances where the student's medical care is provided by a physician licensed in another state, at the discretion of the school district administrator for exceptional student education, a report of a physician licensed in another state may be accepted for the purpose of evaluation and consideration of eligibility as a student with a disability.
- c. Tests of intellectual functioning are administered and interpreted by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.
- d. Unless statutory restrictions apply, the responsibility for determining who is qualified to administer and interpret a particular assessment instrument lies with the local school district. In determining qualified evaluators, districts may consider the following:
  - State Board of Education rules and the requirements of the Individuals with Disabilities Education Act (IDEA)
  - Testing standards (e.g., *Standards for Educational and Psychological Testing*)
  - User qualifications recommended by the publisher in the test manual
  - Level of training, supervision, experience, and certification of the individual administering or interpreting the instrument

#### 2. Evaluation timelines

- a. The school district shall ensure that initial evaluations of students and preschool-age children age three through kindergarten-entry age suspected of having a disability are completed within 60 calendar days after the school district's receipt of parent consent for evaluation. Rule 6A-6.0331(3)(g), F.A.C., states that the following calendar days shall not be counted toward the 60 calendar day requirement:
  - i. All school holidays and Thanksgiving, winter and spring breaks as adopted by the district school board as required by Rule 6A-10.019, F.A.C.;
  - ii. The summer vacation period beginning the day after the last day of school for students and ending on the first day of school for students in accordance with the calendar adopted by the district school board as required by Rule 6A-

10.019, F.A.C. However, the school district is not prohibited from conducting evaluations during the summer vacation period; and

iii. In the circumstance when a student is absent for more than eight school days in the 60 calendar day period, the student's absences shall not be counted toward the 60 calendar day requirement.

b. The 60-day timeline for evaluation does not apply if:

- The parent repeatedly fails or refuses to produce the student for the evaluation
- A student's school district of enrollment changes after the timeline has begun and prior to a determination by the student's previous school district as to whether the student has a disability

This exception only applies when the current school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent agrees to a specific time when the evaluation will be completed.

Assessments of students who transfer within the same school year must be coordinated between schools to ensure prompt completion of evaluations.

c. The school district will ensure that students suspected of being gifted are evaluated within a reasonable time as defined in the district's ESE Policies and Procedures document as required by Rule 6A-6.03411(2), F.A.C., but no more than 90 school days that the student is in attendance after the school district's receipt of parental consent for the evaluation.

#### **Describe the district's timeframe to ensure completion of gifted evaluations.**

Once parental consent for evaluation is received, the consent date is logged and a corresponding 90-school day expiration date is calculated utilizing a 90-day consent calendar for the current school year. The dates are monitored closely by district staff to ensure the evaluation is conducted in a timely manner with no undue delay within the ninety school day window.

#### **3. Parent consent**

a. The school district will provide the parent written notice to the parent that describes any evaluation procedures the school district proposes to conduct. The school district will obtain written informed consent from the parent of a student to determine whether the student is a student with a disability or is gifted and needs ESE.

Parental consent is not required before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

Parental consent for evaluation is not construed as consent for initial provision of exceptional student education services.

b. The school district must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability or gifted. In the event that the parent fails to respond to the district's request to obtain informed written consent, the district must maintain documentation of attempts made to obtain consent.

c. Based on 34 CFR §300.300(a) (2), the school district is not required to obtain informed consent from the parent for an initial evaluation if the child is a ward of the State and is not residing with the parent if:

- The school district cannot discover the whereabouts of the parent,
- The rights of the parent have been terminated, or
- The rights of the parent to make educational decisions have been subrogated by a judge and consent for initial evaluation has been given by an individual appointed by the judge to represent the student.

Based upon the definition of parent in Rule 6A-6.03411(1)(bb), F.A.C., "Parent means" **any** of the following:

- i. A biological or adoptive parent of a student
- ii. A foster parent

- iii. A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student (but not the State if the student is a ward of the State)
  - iv. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare
  - v. A surrogate parent who has been appointed in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C.
- d. If the parent refuses consent for an evaluation to determine eligibility as a student with a disability, the school district may continue to pursue consent for the evaluation by using the mediation or due process procedures. A district is not required to pursue an initial evaluation when the parent refuses consent and does not violate its child find or evaluation obligations if it declines to do so.
- e. The school district may not use a parent's refusal to consent to initial evaluation to deny the parent or student any other service of the school district, except as provided by Rule 6A-6.0331, F.A.C.

#### 4. Evaluation procedures

- a. As part of an initial evaluation, a team of qualified professionals and the parent, as appropriate, must take the following actions:
- i. Review existing evaluation data on the student, including:
    - Evaluations and information provided by the student's parents,
    - Current classroom-based, local, or State assessments and classroom-based observations, and
    - Observations by teachers and related services providers.
  - ii. Identify, on the basis of that review and input from the student's parents, what additional data, if any, are needed to determine the following:
    - Whether the student is a student with a disability
    - The educational needs of the student
  - iii. The group conducting this review may do so without a meeting.
  - iv. The school district shall administer tests and other evaluation measures as may be needed to produce the data that is to be reviewed under this section.
  - v. If the determination under this section is that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the school district shall notify the student's parents of:
    - That determination and the reasons for the determination; and
    - The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and to determine the student's educational needs. The school district is not required to conduct the assessment unless requested to do so by the student's parents.
  - vi. In conducting an evaluation, the school district:
    - Uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student within a data-based problem-solving process, including information about the student's response to evidence-based interventions as applicable, and information provided by the parent. This evaluation data may assist in determining whether the student is eligible for ESE and the content of the student's IEP or EP. The evaluation should include information that enables a student with a disability to be involved and progress in the general curriculum (or for a preschool child, to participate in appropriate activities) or identifies the needs beyond the general curriculum of a student who is gifted.

- Does not use any single measure or assessment as the sole criterion for determining eligibility or educational programming.
  - Uses technically sound instruments that assess the relative contribution of cognitive and behavioral factors, in addition to physical and developmental factors.
- b. The school district ensures that assessments and other evaluation materials and procedures used to assess a student:
- Are selected and administered so as not to discriminate on a racial or cultural basis
  - Are provided and administered in the student's native language, or other mode of communication, and in the form that most accurately measures what the student knows and can do
  - Are used for purposes for which the measures are reliable and valid
  - Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments
- c. Assessments are selected and administered to best ensure that, if administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level, or whatever other factors the test purports to measure, rather than reflecting the student's sensory, manual, or speaking skills, unless those are the factors being measured.
- d. Assessments and other evaluation materials and procedures include measures that assess specific areas of educational need rather than those merely designed to provide a single general intelligence quotient. The school district uses assessment tools and strategies that provide relevant information that directly assists in determining the educational needs of the student.
- e. The student is assessed in all areas of the suspected disability, including, if appropriate, health; vision, hearing, social emotional status, general intelligence, academic performance, communicative status, and motor abilities. The evaluation is sufficiently comprehensive to identify all of the student's ESE needs, whether or not commonly linked to the suspected disability.

A [Web-based Evaluation Resource](http://sss.usf.edu/resources/topic/ese/ESE_Eval/General/General.html) developed to assist districts in selection of instruments for conducting diagnostic assessments, eligibility evaluations and for screening and progress monitoring is available at [http://sss.usf.edu/resources/topic/ese/ESE\\_Eval/General/General.html](http://sss.usf.edu/resources/topic/ese/ESE_Eval/General/General.html).

5. If the parent obtains an independent educational evaluation at their own expense, the results shall be considered by the school district when making decisions regarding the student, if the evaluation meets school district criteria.
6. Following completion of the student's evaluation, the school district shall not unreasonably delay the determination of a student's eligibility for ESE services.

**Describe the district's procedures for ensuring that a student's eligibility for ESE services is determined within a reasonable time following completion of the student's evaluation.**

At each school, all referrals for ESE services are maintained in the ESE office. As evaluations or re-evaluations are completed (i.e. psycho-educational evaluations, Speech/Language evaluations etc.) the evaluation reports are returned to the student's referral in the ESE office. An ESE Staffing specialist assigned to the school, reviews these referrals on a weekly basis and ensures an eligibility meeting is promptly scheduled. Also, ESE secretaries at each school help to monitor this process daily, and they are tasked to ensure eligibility meetings are scheduled within a reasonable time frame. Once an evaluation is complete, eligibility meetings are typically held within three weeks. In the unusual instance that an evaluation or re-evaluation has been completed but additional data do not yet exist sufficient to make an eligibility determination, the district will expedite its efforts to obtain all such data and will convene an eligibility team meeting without unreasonable delay generally no later than three weeks following the completion of the student's evaluation.

**Procedures for Reevaluation**

1. Reevaluation is required in the following circumstances.

- a. Reevaluations must occur at least every three years, unless the parent and the school district agree that reevaluation is not needed. Reevaluation for Deaf/Hard-of-Hearing, Dual Sensory Impaired and Visually Impaired are not able to have reevaluation procedures waived.
- b. Reevaluation is required whenever the educational or related services needs of the student warrant a reevaluation or if the student's parent or teacher requests it.
- c. Reevaluation is required prior to the determination that the student is no longer a student with a disability in need of specially designed instruction and related services.
- d. Reevaluation of the student may **not** occur more than once a year, unless the parent and the school district agree otherwise.
- e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.
- f. Based on 34 CFR §§300.130 and 300.131, the district is responsible for reevaluation of students with disabilities attending:
  - Nonprofit private schools located within the district
  - For-profit private schools and are residents in the district
  - Home education

## 2. Reevaluation procedures

As part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must take the following actions:

- a. Review existing evaluation data on the student, including evaluations and information provided by the parents of the student and the student; current classroom-based district or state assessments and classroom-based observations by teachers and related services providers.
- b. Identify, on the basis of the review and parent input, what additional data, if any, are needed to determine the following:
  - Whether the student continues to have a disability;
  - The educational needs of the student;
  - The present levels of academic achievement and related developmental needs of the student;
  - Whether the student continues to need special education and related services; and
  - Whether any additions or modifications to the special education and related services are necessary to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general curriculum.
- c. The IEP team may conduct the review of existing evaluation data without a meeting.
- d. If the IEP team determines that no additional evaluation data are needed to determine whether the student continues to be a student with a disability, and to determine the student's educational needs, the reevaluation is complete and the school district shall notify the student's parent(s) of the following:
  - The determination and the reasons for that determination and
  - The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and determine the student's educational needs.

The school district is not required to conduct the assessment unless requested to do so by the student's parents.

- e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the

student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.

f. The following rules require the administration of specific assessments as a part of a student's reevaluation:

- Rule 6A-6.03013, F.A.C., Students Who Are Deaf or Hard-of Hearing
- Rule 6A-6.03014, F.A.C., Students Who Are Visually Impaired
- Rule 6A-6.03022, F.A.C., Students Who Are Dual-Sensory Impaired

For students determined eligible under these rules, the administration of formal assessments at reevaluation must be completed in accordance with the requirements of these rules.

### 3. Parental consent when additional data are needed

- a. The school district must obtain informed parental consent prior to conducting any reevaluation of a student with a disability.
- b. Informed parental consent for reevaluation need not be obtained if the district can demonstrate that it made reasonable efforts to obtain such consent and the student's parent failed to respond.

### 4. Reevaluation timelines

- a. The district must complete a reevaluation every three years unless the parent and the school district agree that a reevaluation is unnecessary.
- b. If the IEP team identifies the need for additional data, the additional data collection must be completed within a reasonable time and prior to reevaluation due date if a triennial evaluation.
- c. If an IEP team makes a recommendation for a student with a disability to receive an assistive technology assessment, that assessment must be completed within 60 school days after the team's recommendation.

### **Describe the district's procedures for ensuring that a reevaluation is conducted at least every three (3) years.**

The ESE teacher is responsible for searching the database monthly to determine the three-year reevaluation due date for his/her assigned case load. Working in conjunction with the ESE secretary the reevaluation review meeting is scheduled, often times in tandem with the annual IEP review. At the review step IEP meeting the team determines the areas for which additional assessment is needed, if any. Parent consent for reevaluation is obtained or documented efforts to obtain consent are maintained and the reevaluation is completed.

### **Describe the district's procedures for ensuring that assessments and other data collection procedures are completed within a reasonable time following the review when the IEP team determines that additional data are needed.**

Various school staff may identify the need to conduct a reevaluation more frequently than the three-year required reevaluation. In these cases the ESE secretary schedules the reevaluation review meeting as soon as possible and within a reasonable time frame. Parent consent for reevaluation is obtained or documented efforts to obtain consent are maintained. When appropriate, the RTI and/or referral process is initiated. The reevaluation is completed within a reasonable amount of time (typically within six weeks or if applicable, within six weeks of the completion of the RTI or referral process) and eligibility staffings and IEP meetings are scheduled and held.

Note: When a parent requests a reevaluation, the school's IEP team may request a meeting with the parent for the purpose of reviewing existing data and to determine what additional data may be needed. The school may then, at that meeting, obtain parental consent for reevaluation, if appropriate. If the parent refuses to meet in a timely manner, the school must send the parent one of the following:

- A Prior Written Notice of Consent for Reevaluation form indicating what assessments will be administered based on the IEP team's review of data, or
- A Prior Written Notice of Refusal.

**Describe the district's procedures in place when a parent requests a reevaluation.**

When a parent requests a reevaluation, the IEP team convenes within a reasonable amount of time (within three weeks to review existing evaluation data on the student, including evaluations and information provided by the parents of the student and the student; current classroom-based district or state assessments and classroom-based observations by teachers and related services providers. The team identifies what additional data may be needed and parental consent for reevaluation is obtained, if appropriate. The district follows all of the reevaluation procedures listed in this section of the SP&P (H.2 Conducting Student Evaluations and Reevaluations). If the parent refuses to meet in a timely manner, the school must send the parent one of the following: A Prior Written Notice of Consent for Reevaluation form indicating what assessments will be administered based on the IEP team's review of data, or A Prior Written Notice of Refusal.

**Describe the district's procedures for ensuring that an assistive technology assessment is completed within 60 school days after an IEP team makes the recommendation.**

Through the reevaluation review step meeting, at an IEP review, an assistive technology assessment may be recommended. When it is, consent for reevaluation is documented. The ESE secretary logs the date of recommendation and the 60-school day expiration date and notifies the assistive technology specialist. The assistive technology specialist logs the due date and completes the evaluation within the 60-school days, including a functional evaluation of the student in his/her customary environment. There is no provision for adjustment of this 60-school day timeline due to student absences.

5. Determination of continued need for special education and related services

- a. A meeting of the individual educational plan team is convened to review all available information about the student, including reports from the additional evaluations, and to determine whether the student continues to be a student with a disability in need of special education and related services. If the student continues to be an eligible student, the student's individual educational plan is reviewed and revised, as appropriate, to incorporate the results of the reevaluation.
- b. If the reevaluation indicates that the student is no longer a student with a disability or that special education and related services are no longer needed, the parent must be provided prior written notice that these services will be discontinued.
- c. If the reevaluation indicates that the student's disability has changed (i.e., adding, deleting, or changing a disability category), the applicable eligibility staffing procedures are followed.

## Section I: Independent Educational Evaluations

### Statutory and Regulatory Citations

34 CFR §300.502

Rule 6A-6.03311, F.A.C.

### Definition

An independent educational evaluation (IEE) is an evaluation conducted by a qualified evaluation specialist who is not employed by the school district responsible for the education of the student in question.

### General

1. The parents of a student with a disability have the right to an IEE at public expense if the parent disagrees with an evaluation obtained by the school district.
2. The parent of a student with a disability is to be provided, upon request for an IEE, information about where an IEE may be obtained and the school district criteria applicable to IEEs.
3. Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.
4. Whenever an IEE is conducted, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the evaluation specialist, shall be the same as the criteria used by the school district when it initiates an evaluation, to the extent that those criteria are consistent with the parent's right to an IEE.
5. The school district may not impose conditions or timelines for obtaining an IEE at public expense other than those criteria described in rule 6A-6.03311, F.A.C.
6. If a parent requests an IEE at public expense, the school district must, without unnecessary delay, **either** :
  - o Ensure that an IEE is provided at public expense.
  - o Initiate a due process hearing under Rule 6A-6.03311, F.A.C. to show that its evaluation is appropriate or that the evaluation obtained by the parent did not meet the school district's criteria. If the school district initiates a hearing and the final decision from the hearing is that the school district's evaluation is appropriate, then the parent still has a right to an IEE but not at public expense.
7. If a parent requests an IEE, the school district may ask for the parent to give a reason why he or she objects to the district's evaluation. However, the explanation by the parent may not be required, and the school district may not unreasonably delay either providing the IEE at public expense or initiating a due process hearing to defend the district's evaluation.
8. A parent is entitled to only one IEE at public expense each time the school district conducts an evaluation with which the parent disagrees.
9. If the parent obtains an IEE at public expense or shares with the school district an evaluation obtained at private expense:
  - o The school district shall consider the results of such evaluation in any decision regarding the provision of FAPE to the student, if it meets appropriate school district criteria described in Rule 6A- 6.03311, F.A.C.
  - o The results of such evaluation may be presented by any party as evidence at any due process hearing regarding that student.
10. If an administrative law judge requests an IEE as part of a due process hearing, the cost of the evaluation must be at public expense.



**Describe the district's policies and procedures for responding to a parent's request for an IEE at public expense.**

When a parent requests an IEE at public expense, district personnel are trained to ensure that this request (whether in writing or verbal) is forwarded immediately to the district's ESE Director. The ESE Director/designee will address whether the request is truly one for an IEE (because the district has completed its own evaluation with which the parent disagrees). If it is not an appropriate request for an IEE, the ESE Director/designee will discuss that with the parent and attempt to address the parent's other concerns. If the request, however, is truly one for an IEE because the parent disagrees with an evaluation that the district has conducted, the ESE Director/designee may ask the parent to provide a reason why he/she objects to the district's evaluation, but this explanation may not be required and cannot unreasonably delay the district's response to the parent's request for an IEE. Upon receipt of the parent's request for an IEE, the ESE Director/designee will provide the parent with a list of qualified independent evaluators and the district's criteria applicable to conducting IEEs (i.e., the criteria under which an evaluation can be obtained, including the location of the evaluation and the qualifications of the examiners, which are the same criteria used by the district when it initiates an evaluation). Should the parent ask for an IEE by someone who is not on the district's list of qualified evaluators or one that does not meet district criteria, the parent will be provided the opportunity to demonstrate why his/her right to an IEE mandates their choice of evaluator or waiver of district criteria. The ESE Director/designee must make a decision upon the parent's request for an IEE without unnecessary delay and, generally, within 10 school days from receipt of the parent's request. If it is decided that the district will not fund the requested IEE, the ESE Director/designee must take immediate action to initiate a due process hearing to show that the district's evaluation is appropriate or that an evaluation already obtained by the parent did not meet school district criteria. If the ESE Director/designee decides that the parent's request for an IEE will be granted, the ESE Director/designee will make the arrangements for the completion of the IEE at public expense (or funding for an IEE already obtained by the parent). The ESE Director/designee will ensure that the results of the IEE are considered by the IEP team in any subsequent decisions made regarding the provision of FAPE to the child.

**Describe the district's policies and procedures for consideration of the results of an IEE obtained at private expense.**

When an independent evaluation is obtained at private expense and the parent shares the results of the independent evaluation with the district, the student's IEP team is required to meet to review and consider the results of the independent evaluation.

**Part II. Policies and Procedures for Students with Disabilities**

## Section A: Instructional Program

### Statutory and Regulatory Citation

Rule 6A-6.03411, F.A.C.

The following applies to the instructional program for students with disabilities in general. In addition to the philosophical, curricular, and instructional support issues included here, there are disability-specific expectations or requirements for certain categories of disability. That information is provided in the relevant *Exceptional Student Education Eligibility* sections of this document.

### Philosophy

1. Each student with a disability is entitled to receive FAPE in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible.
2. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Related services are defined in Rule 6A-6.03411(1)(dd), F.A.C.
3. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction.
4. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, or modifications.

### Curriculum

1. To maximize accessibility to the curriculum, students will access the state standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principals.
2. For all students with disabilities, these supports provide progress toward a standard high school diploma.

### Instructional Support

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

## Section B.1: Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder

### Statutory and Regulatory Citations

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03023, 6A-6.0331 and 6A-6.03411, F.A.C.

### Definition

Autism spectrum disorder (ASD) is a condition that reflects a wide range of symptoms and levels of impairment, which vary in severity from one individual to another. Autism spectrum disorder is characterized by an atypical developmental profile with a pattern of qualitative impairments in social interaction and social communication, and the presence of restricted or repetitive, patterns of behavior, interests, or activities, which occur across settings.

### Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with ASD if evidence of **all** of the following criteria are met:

1. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to individuals or the environment;
2. Impairment in verbal or nonverbal language skills used for social communication
3. Restricted or repetitive patterns of behavior, interests, or activities;
4. The core features identified in 1, 2, and 3 occur across settings.
5. The student demonstrates a need for special education as defined in Rule 6A-6.03411(1)(kk), F.A.C.

### Student Evaluation

In addition to the provisions in Rule 6A-6.0331(5), F.A.C., the district shall conduct a full and individual evaluation that addresses the core features of ASD to include deficits in social interaction, social communication, and restricted or repetitive patterns of behavior, interests, or activities. An evaluation for determining eligibility shall include the following components:

1. Behavioral observations conducted by members of the evaluation team targeting social interaction, social communication skills, and restricted or repetitive patterns of behavior, interests, or activities across settings;
2. A social developmental history based on an interview with the parents(s) or guardian(s);
3. A psychological evaluation that includes assessment of academic, intellectual, social-emotional, and behavioral functioning and must include at least one standardized instrument specific to ASD;
4. A language evaluation that includes assessment of the pragmatic (both verbal and nonverbal) and social interaction components of social communication (an observation of the student's social communication skills must be conducted by a speech language pathologist);
5. A standardized assessment of adaptive behavior; and
6. If behavioral concerns are present, a functional behavioral assessment is conducted to inform behavioral interventions on the student's individual educational plan.

### Unique Philosophical, Curricular, or Instructional Considerations

1. While students with ASD share instructional needs with other students, there are characteristics that are specific to ASD, including the development and use of language and communication skills, the development of appropriate social skills, and the development of appropriate behavioral skills. The need to tailor instruction to the individual learning styles and needs of each student requires that teachers of students with ASD be knowledgeable in a variety of educational strategies.

2. Inherent in a program for students with ASD is the recognition that ASD is a developmental disability that adversely impacts the student's communication, social, and behavioral skills. It is important to take into consideration the student's strengths and needs in all three areas when tailoring educational services for the student.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with autism spectrum disorders.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

DRAFT

## Section B.2: Exceptional Student Education Eligibility for Students who are Deaf or Hard-of-Hearing

### Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, and 300.113

Sections 1003.01, 1003.55, and 1003.57, F.S.

Rules 6A-6.03013, 6A-2.0010, 6A-6.03028 and 6A-6.0331, F.A.C.

### Definition

A student who is deaf or hard-of-hearing has a hearing loss, aided or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

### Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student who is deaf or hard-of-hearing if the following criteria are met:

1. Medical: An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:
  - a. 25 decibel (dB) + or - 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear; or
  - b. A high frequency hearing threshold level of 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or
  - c. A unilateral hearing threshold level of 50 dB + or - 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided; or
  - d. Auditory Evoked Potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above,
2. The student demonstrates a need for special education.

### Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include **all** of the following:

1. Audiological evaluation
2. Evaluation of developmental skills or academic achievement, including information on the student's academic strengths and weaknesses
3. Evaluation of social development
4. Evaluation of receptive and expressive communication
5. A comprehensive nonverbal assessment of intellectual functioning or developmental scales, if more appropriate, for children under age seven

Selection of assessment instruments shall take into consideration the student's functioning level, degree of hearing loss, and method of communication.

### Student Reevaluation

A reevaluation will occur at least every three years and will include at a minimum an audiological evaluation and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with the Student Evaluation section above.

## Qualified Evaluators

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C. The following are qualified evaluators for specialized evaluations:

1. An audiologist for an audiological evaluation
2. A teacher of the deaf or hard-of-hearing
3. A speech and language pathologist
4. A school psychologist

## Unique Philosophical, Curricular, or Instructional Considerations

1. All students who are identified as deaf or hard-of-hearing will be screened for Usher syndrome at least one time between grades 6 and 12. Qualified evaluators include: teachers of the deaf or hard-of-hearing, speech language pathologists, audiologists, teachers of the blind or visually impaired, and school health personnel who have been trained in Usher's screening procedures.
2. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
  - a. Residual hearing
  - b. Speech reading
  - c. Manual communication systems
  - d. Speech
  - e. Appropriate amplification
3. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Communication Plan form adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. The school district shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, and opportunities for direct instruction in the student's language and communication mode.
4. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
5. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
6. Interpreting services includes the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print; and TypeWell; and special interpreting services for children who are deaf-blind.
7. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., Personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five (5)-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing—group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.

8. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are deaf or hard-of-hearing.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

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## Section B.3: Exceptional Student Education Eligibility for Prekindergarten Children who are Developmentally Delayed

### Statutory and Regulatory Citations

34 CFR §§300.8 and 303.21

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03026, 6A-6.03027 6A-6.03028, 6A-6.03029, 6A-6.03031, 6A-6.0331 and 6A-6.03411, F.A.C.

### Definitions

1. For an infant or toddler from birth through two years of age, developmental delay is defined as delay in one or more of the following developmental domains: adaptive development; cognitive development; communication development; social or emotional development; or physical development.
2. For a child three through five years of age, developmental delay is defined as a delay in one or more of the following areas: adaptive or self-help development; cognitive development; communication development; social or emotional development; or physical development, including fine, gross, or perceptual motor.

### Eligibility Criteria

1. For a child three through five years of age

A child is eligible for specially designed instruction and related services as a student with developmental delay when the following criteria are met:

- a. The child is three through five years of age.
- b. There is documentation of **one** of the following:
  - A score of two standard deviations (SD) below the mean or a 25 percent delay on measures yielding scores in months in at least one area of development
  - A score of 1.5 SD below the mean or a 20 percent delay on measures yielding scores in months in at least two areas of development
  - Based on informed clinical opinion, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed
- c. The eligibility staffing committee or multidisciplinary team, which includes the invited parent(s), makes a determination concerning the effects of the environment, cultural differences, or economic disadvantage.

2. For a child birth through two years of age (below 36 months)

An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian, in accordance with Rule 6A-6.0331(6), F.A.C., determine that **all** the following criteria are met:

- a. The child is below the age of 36 months;
- b. There is documentation of **one** of the following:
  - i. A score of 1.5 standard deviations below the mean in two or more developmental domains as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
  - ii. A score of 2.0 standard deviations below the mean in one developmental domain as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
  - iii. Based on informed clinical opinion a determination has been made that a developmental delay exists.
- c. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;



- d. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has a developmental delay as defined in section (2)(b) of this rule; and,
- e. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

## **Child Evaluation**

In addition to the provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children, the evaluation for determination of eligibility shall include the following:

Procedures for evaluation for children three through five years:

1. The school district must seek consent from the parent or guardian to conduct an evaluation within 30 days, unless the parent and the school district agree otherwise in writing, whenever:
  - a. The Florida Diagnostic and Learning Resource Center's or the district's developmental screening results indicate that the child, three years to kindergarten-entry age, is a child with a disability and needs special education and related services.
  - b. A parent requests an evaluation and there is documentation or evidence that the child may be a student with a disability in need of special education.
2. Developmental delay is documented by a multidisciplinary team using multiple measures of assessment, which include the following:
  - o Standardized instruments, judgement-based assessments, criterion-referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parent(s); or
  - o Informed clinical opinion using qualitative and quantitative information to determine the need for early intervention services; and
  - o Parent report, which can confirm or modify information obtained and describe behavior in environments that the district may not be able to access.
3. When a developmental delay cannot be verified by the use of standardized instruments, the delay(s) may be established through observation of atypical functioning in any one or more of the developmental areas. A report shall be written documenting the evaluation procedures used, the results obtained, the reasons for overriding those results from standardized instruments, and the basis for recommending eligibility.

## **Continued Eligibility for ESE Services**

1. For a child three through five years of age, continued eligibility as a student with a disability under another category will be determined before the child is six years old.
2. For a child birth through two years of age (below 36 months), continued eligibility as a child with a disability will be determined before the child's third birthday.

## **Unique Philosophical, Curricular, or Instructional Considerations**

1. For a child three through five years of age
  - a. As appropriate, the individualized family support plan (IFSP) or individual educational plan (IEP) shall be developed through interagency collaboration with the family and other providers of services to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03028, and 6A-6.03029, F.A.C.
  - b. Because of the rapid development of young children, on-going observations and assessments shall be conducted as needed to plan for IFSP or IEP modifications.
2. For a child birth through two years of age (below 36 months)

- a. The IFSP shall be developed in collaboration with the family and other providers of service to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03029, and 6A-6.0331, F.A.C.
- b. Because of the rapid development of young children and the changing needs of families, ongoing observations or assessments shall be conducted at least every six months for the purpose of completing the periodic review of the IFSP.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with developmental delays.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

DRAFT

## Section B.4: Exceptional Student Education Eligibility for Students who are Dual-Sensory Impaired

### Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, 300.113, and 300.172 and 300.324

Chapters 458 and 463, F.S.

Sections 1003.55, 1003.57, and 1003.575, F.S.

Rules 6A-2.0010, 6A-6.03014, 6A-6.03022 and 6A-6.0331, F.A.C.

### Definition

Dual-sensory impairment is defined to mean concomitant hearing and visual impairments, or etiology or diagnosed medical condition that indicates a potential dual sensory loss, the combination of which impacts communication, independence, and other developmental and educational needs.

### Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a dual-sensory impairment if the following criteria are met:

1. One or more of the following visual impairments:

- a. A visual acuity of 20/70 or less in the better eye after best correction;
- b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;
- c. A diagnosis of visual impairment after best correction;
- d. A progressive loss of vision that may affect the student's ability to function in an educational setting; as stated in Rule 6A-6.03014(3)(a), F.A.C.; **or**
- e. Functional blindness;

and

2. One or more of the following hearing impairments:

- a. 25 decibel (dB) + or - 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear;
- b. A high frequency hearing threshold level of 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear;
- c. A unilateral hearing threshold level of 50 dB + or - 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided;
- d. Auditory evoked potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above; **or**
- e. Functional hearing loss;

and

3. The student demonstrates a need for special education.

**OR**

4. The student has a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., confirming the existence of such a medical condition having the potential for dual sensory loss to include the diagnosis, its prognosis, and the potential for dual sensory loss; and

5. The student demonstrates a need for special education.

## Student Evaluation

In addition, to the procedures defined in Rule 6A-6.0331(5), F.A.C., the minimum student evaluations include:

1. A medical eye exam by an ophthalmologist or optometrist licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing etiology, diagnosis, treatment regimen, prognosis, near and distance vision, corrected and uncorrected acuity measures for left eye, right eye, and both eyes, measure of field of vision, and recommendations for lighting levels, physical activity, aids, or use of glasses, as appropriate;
2. An audiological evaluation;
3. A functional vision evaluation;
4. A functional hearing assessment;
5. An assessment of social development;
6. An evaluation of receptive and expressive communication by a speech and language pathologist;
7. A learning media assessment;
8. If appropriate, an orientation and mobility assessment and sign language assessment; and
9. If available, a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of a medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing the etiology or diagnosis of the student's medical condition that does, or has the potential to, result in dual sensory loss.

## Student Reevaluation

1. A reevaluation shall occur at least every three years and shall include, at a minimum, the following:
  - a. A functional vision evaluation;
  - b. A functional hearing assessment;
  - c. An assessment of social development;
  - d. An evaluation of receptive and expressive communication by a speech and language pathologist;
  - e. A learning media assessment;
  - f. If appropriate, an orientation and mobility assessment and a sign language assessment; and
  - g. Any other evaluations specified by an evaluation specialist and an exceptional student teacher after examination of available information in all areas addressed in the initial evaluation or in subsequent reevaluations of the student in accordance with Rule 6A-6.0331, F.A.C.

## Qualified Evaluators

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C.

The following are qualified evaluators for specialized evaluations:

1. An optometrist or ophthalmologist for a medical eye exam
2. A teacher of the visually impaired, orientation and mobility specialist, or low vision specialist for a functional vision assessment
3. An audiologist for an audiological evaluation

4. A teacher of the deaf or hard-of-hearing, speech and language pathologist, or audiologist for a functional hearing assessment.

## Unique Philosophical, Curricular, or Instructional Considerations

1. All students with visual impairments, including students with dual-sensory impairment, are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Additionally, information regarding all students who are dual-sensory impaired shall be submitted to the state's annual census report for the national child count of students and youth who are both deaf and blind.
2. In accordance with 34 CFR §300.324, students will be provided with instruction in braille unless otherwise determined by the IEP team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.
3. Orientation and mobility is a related service provided to blind or visually impaired students if determined necessary by the IEP team that enables those students to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.
4. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Model Communication Plan adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. School districts shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode in accordance with 34 CFR §300.324.
5. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
  - a. Residual hearing
  - b. Speech reading
  - c. Manual communication systems
  - d. Speech
  - e. Appropriate amplification
6. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
7. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
8. Interpreting services include the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services; transcription services, such as CART, C-Print, and TypeWell; and special interpreting services, such as an intervener, for children who are deaf-blind.
9. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five-year cycle. Visual alarm devices shall be provided in all

areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing, such as group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.

10. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with dual-sensory impairment.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

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## **Section B.5: Exceptional Student Education Eligibility for Students with Emotional or Behavioral Disabilities**

### **Statutory and Regulatory Citations**

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03016 and 6A-6.0331, F.A.C.

### **Definition**

A student with an emotional or behavioral disability (EBD) has persistent (is not sufficiently responsive to implemented evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

### **Evidence-Based Interventions in General Education**

Prior to an evaluation, the district must meet the general education requirements in Rule 6A-6.0331(1), F.A.C., including the responsibility to implement evidence-based interventions for students requiring additional academic and emotional or behavioral support in the general education environment. General education activities and interventions conducted prior to an evaluation in accordance with Rule 6A-6.0331(1) F.A.C., may be used to satisfy the requirements of Rule 6A-6.03016, F.A.C.

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student with emotional or behavioral disabilities if the following criteria are met:

1. A student with an emotional or behavioral disability demonstrates an inability to maintain adequate performance in the educational environment that cannot be explained by physical, sensory, socio-cultural, developmental, medical, or health (with the exception of mental health) factors; and one or more of the following characteristics:
  - a. Internal factors characterized by:
    - Feelings of sadness, or frequent crying, or restlessness, or loss of interest in friends or school work, or mood swings, or erratic behavior; or
    - The presence of symptoms such as fears, phobias, or excessive worrying and anxiety regarding personal or school problems; or
    - Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or
  - b. External factors characterized by:
    - An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting; or
    - Behaviors that are chronic and disruptive such as noncompliance, verbal or physical aggression, or poorly developed social skills that are manifestations of feelings, symptoms, or behaviors as specified in section 1.a) above.
2. The characteristics described above are present for a minimum of six months duration and in two or more settings, including but not limited to, school, educational environment, transition to or from school, or home and community settings. At least one setting must include school.
3. The student demonstrates a need for special education.
4. In extraordinary circumstances, the general education requirements in Rule 6A-6.0331, F.A.C., and the criteria for eligibility relating to duration and setting described in 2. Above may be waived when immediate intervention is required to address an acute onset of an internal characteristic listed above in 1. a) of the Eligibility Criteria section.

5. The characteristics described below are not indicative of a student with an emotional or behavioral disability:
- a. Normal, temporary (fewer than six months) reactions to life event(s) or crisis, or
  - b. Emotional or behavioral difficulties that improve significantly from the presence of evidence-based implemented interventions, or
  - c. Social maladjustment unless also found to meet the criteria for an emotional or behavioral disability

## **Student Evaluation**

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include **all** of the following:

1. A functional behavioral assessment (FBA) must be conducted. The FBA must identify the specific behavior(s) of concern, conditions under which the behavior is most and least likely to occur, and function or purpose of the behavior. A review and, if necessary, a revision of an FBA completed as part of general education interventions may meet this requirement if it meets the conditions described in this section. If an FBA was not completed to assist in the development of general education interventions, one must be completed and a well-delivered scientific, research-based behavioral intervention plan of reasonable intensity and duration must be implemented with fidelity prior to determining eligibility.
2. The evaluation must include documentation of the student's response to general education interventions implemented to target the function of the behavior as identified in the FBA.
3. A social developmental history compiled from a structured interview with the parent or guardian that addresses developmental, familial, medical, health, and environmental factors impacting learning and behavior, and which identifies the relationship between social developmental and socio-cultural factors, and the presence or nonpresence of emotional or behavioral responses beyond the school environment.
4. A psychological evaluation conducted in accordance with Rule 6A-6.0331, F.A.C. The psychological evaluation should include assessment procedures necessary to identify the factors contributing to the development of an emotional or behavioral disability, which include behavioral observations and interview data relative to the referral concerns, and assessment of emotional and behavioral functioning, and may also include information on developmental functioning and skills. The psychological evaluation shall include a review of general education interventions that have already been implemented and the criteria used to evaluate their success.
5. A review of educational data that includes information on the student's academic levels of performance, and the relationship between the student's academic performance and the emotional or behavioral disability; additional academic evaluation may be completed if needed.
6. A medical evaluation must be conducted when it is determined by the administrator of the exceptional student program or the designee that the emotional or behavioral responses may be precipitated by a physical problem.

## **Unique Philosophical, Curricular, or Instructional Considerations**

1. When making a distinction between students with internalized or externalized characteristics, the IEP team will consider these presenting manifestations as they determine the needs of the students when recommending: goals and short-term objectives or benchmarks, if appropriate; specially designed instruction and related services; and the location of such services.
2. Services for students with EBD provide an integrated curriculum of academic, affective, and behavioral interventions. These services are designed to support the improvement of academic and social functioning through academic (e.g., differentiated instruction, mastery learning), affective (e.g., individual or group counseling, parent education and support), and behavioral (e.g., behavior support; consultation from mental health, medical, or other professionals) interventions. Student improvement is measured through continuous progress monitoring of responses to intervention. A critical component of effective EBD services is parent involvement and on-going communication about implementation and outcomes of interventions.



The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with emotional or behavioral disabilities.

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.6: Exceptional Student Education Eligibility for Infants or Toddlers Birth through Two Years Old who have Established Conditions**

- This section is not applicable for the district.

### **Statutory and Regulatory Citations**

34 CFR §§303.21 and 303.300

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03030, 6A-6.0331 and 6A-6.03411, F.A.C.

### **Definition**

An infant or toddler with an established condition is defined as a child from birth through two years of age with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay. Such conditions shall include genetic and metabolic disorders, neurological disorders, a severe attachment disorder, an autism spectrum disorder, a sensory impairment (vision or hearing), or the infant's birth weight was less than 1,200 grams.

### **Eligibility Criteria**

An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331(6), F.A.C., determine that **all** the following criteria are met:

1. The infant or toddler is below the age of 36 months;
2. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;
3. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has an established condition as defined in section (1) of Rule 6A-6.03030, F.A.C.; and,
4. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

### **Continued Eligibility**

Continued eligibility for exceptional student education programs will be determined before the child's third birthday.

### **Unique Philosophical, Curricular, or Instructional Considerations**

The individualized family support plan (IFSP) shall be developed with the Local Early Steps, the family, and other providers of service to the child and family, and shall include services to provide the parent, guardian, or primary caregiver the opportunity to acquire specific skills and knowledge that will enable them to enhance the child's cognitive, physical, social, communication, and adaptive behavior. In the provision of an appropriate educational program for eligible children with disabilities ages birth through two years, home instruction may include direct instruction of the parent, guardian, or primary caregiver.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for children birth through two years old with established conditions.

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section B.7: Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized

### Statutory and Regulatory Citations

34 CFR §300.115

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03020, 6A-6.03022, 6A-6.03023, 6A-6.03027 and 6A-6.03028, F.A.C.

### Definitions

1. A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time.

### Eligibility Criteria

A student is eligible for educational instruction through homebound or hospitalized services if the following criteria are met:

1. A physician licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., must certify:
  - a. That the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively; and
  - b. That the student is confined to home or hospital; and
  - c. That the student will be able to participate in and benefit from an instructional program; and
  - d. That the student is under medical care for illness or injury that is acute, catastrophic, or chronic in nature; and
  - e. That the student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
2. The student is in kindergarten through twelfth grade and is enrolled in public school, unless the student meets criteria for eligibility under Rules 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, or 6A-6.03027, F.A.C.
3. A child is three (3) through (5) years of age and has been determined eligible as a student with a disability in accordance with s. 1003.571, F.S., and Rule 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, 6A-6.03026, 6A-6.03027, or 6A-6.03411, F.A.C.
4. A parent, guardian, or primary caregiver signs a parental agreement concerning homebound or hospitalized policies and parental cooperation.

### Student Evaluation

In addition to the provisions of Rule 6A-6.0331(5), F.A.C., the minimum evaluation for determining eligibility shall include the following:

1. A current medical report from a licensed physician, as defined above, describing the following:
  - a. A disabling condition or diagnosis with any medical implications for instruction;
  - b. A statement that the student is unable to attend school;
  - c. The plan of treatment;

- d. Recommendations regarding school re-entry and other school- related activities; and
  - e. An estimated duration of condition or prognosis.
2. The team determining eligibility may require additional evaluation data. This additional evaluation data must be obtained at no cost to the parent.
  3. A physical reexamination and a medical report by a licensed physician or physicians, which may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than annually, may be required if the student is scheduled to attend school part of a day during a recuperative period of readjustment to a full school schedule. This physical examination and medical report shall be obtained at no cost to the parent.

### **Procedures for Providing an Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP)**

1. The IEP or IFSP shall be developed or revised following determination of eligibility in accordance with this rule.
2. A student may be assigned to both a homebound or hospitalized program and to a school-based program due to an acute, chronic or intermittent condition as certified by a licensed physician.
3. This decision shall be made by the IEP or IFSP team in accordance with the requirements of Rule 6A-6.03028 or 6A-6.03029, F.A.C.

### **Instructional Services**

The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:

1. Instruction in a home. The parent, guardian or primary caregiver shall provide a quiet, clean, and well-ventilated setting where the teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits that takes into account the student's medical condition and the requirements of the student's coursework.
2. Instruction in a hospital. The hospital administrator or designee shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.
3. Instruction through telecommunications or electronic devices. When the IEP or IFSP team determines that instruction is by telecommunications or electronic devices, an open, uninterrupted telecommunication link shall be provided, at no additional cost to the parent, during the instructional period. The parent shall ensure that the student is prepared to actively participate in learning.
4. Instruction in other specified settings. The IEP or IFSP team may determine that instruction would be best delivered in a mutually agreed upon alternate setting other than the home, or hospital or through telecommunications or electronic devices.
5. Instruction in a school setting on a part-time basis may be appropriate as the student transitions back to the student's regular class schedule, if the IEP or IFSP team determines this meets the student's needs.
6. Services for students in speciality hospitals. In accordance with the requirements of s 1003.57, F.S., eligible students receiving treatment in a children's speciality hospital licensed in accordance with Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides. The agreement must ensure the timely provision of seamless educational instruction to students who transition between school districts while receiving treatment in the children's speciality hospital.
7. Notification Agreement. A school district in which a children's speciality hospital is located must enter into an agreement with the hospital that establishes a process by which the hospital must notify the school district of students who may be eligible for educational instruction through homebound or hospitalized services pursuant to s. 1003.57, F.S.

### **Students Receiving Treatment in a Children's Specialty Hospital**

Eligible students receiving treatment in a children's specialty hospital licensed under Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides.

The district must enter into an agreement with children's specialty hospitals in the district. This agreement establishes a process by which the hospital must notify the school district of students who may be eligible for instruction consistent with the eligibility for homebound and hospitalized services.

**The district has entered into an agreement with a children's specialty hospital.**

- Yes
- No
- N/A

**If yes, identify the children's specialty hospitals licensed under Chapter 395, Part I, F.S., which are located in your district.**

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are hospitalized or homebound.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

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## Section B.8: Exceptional Student Education Eligibility for Students with Intellectual Disabilities

### Statutory and Regulatory Citations

34 CFR §300.8

Chapter 490, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-4.0311, 6A-6.03011 and 6A-6.0331, F.A.C.

### Definition

An intellectual disability is defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to 18 years of age.

### Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an intellectual disability if the following criteria are met:

1. The measured level of intellectual functioning is more than two standard deviations below the mean on an individually measured, standardized test of intellectual functioning.
2. The level of adaptive functioning is more than two standard deviations below the mean on the adaptive behavior composite or on two out of three domains on a standardized test of adaptive behavior. The adaptive behavior measure shall include parental or guardian input.
3. The level of academic or pre-academic performance on a standardized test is consistent with the performance expected of a student of comparable intellectual functioning.
4. The social developmental history identifies the developmental, familial, medical, health, and environmental factors impacting student functioning and documents the student's functional skills outside of the school environment.
5. The student demonstrates a need for special education.

### Student Evaluation

1. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the minimum evaluation for determining eligibility shall include all of the following:
  - a. A standardized individual test of intellectual functioning individually administered by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.
  - b. A standardized assessment of adaptive behavior to include parental or guardian input.
  - c. An individually administered standardized test of academic or pre-academic achievement. A standardized developmental scale shall be used when a student's level of functioning cannot be measured by an academic or pre-academic test.
  - d. A social developmental history that has been compiled directly from the parent, guardian, or primary caregiver.
2. Eligibility is determined by a group of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331, F.A.C. The documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:
  - a. The basis for making the determination, including an assurance that the determination has been made in accordance with Rule 6A-6.0331, F.A.C.
  - b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic and intellectual functioning.
  - c. The educationally relevant medical findings, if any.

- d. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency.
- e. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusion.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with intellectual disabilities.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.9: Exceptional Student Education Eligibility for Students with Orthopedic Impairment**

### **Statutory and Regulatory Citations**

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030151 and 6A-6.0331, F.A.C.

### **Definition**

Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including, but not limited to, skeletal deformity or spina bifida) and impairments resulting from other causes (e.g., including, but not limited to, cerebral palsy or amputations).

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student with an orthopedic impairment if the following criteria are met:

1. There is evidence of an orthopedic impairment that adversely affects the student's performance in the educational environment in any of the following: ambulation, hand movement, coordination, or daily living skills.
2. The student demonstrates a need for special education.

### **Student Evaluation**

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction.
2. An educational evaluation that identifies educational and environmental needs of the student.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with an orthopedic impairment.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section B.10: Exceptional Student Education Eligibility for Students with Other Health Impairment

### Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030152 and 6A-6.0331, F.A.C.

### Definition

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems. This includes, but is not limited to, asthma, attention deficit disorder or attention deficit hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury.

### Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an other health impairment if the following criteria are met:

1. There is evidence of a health impairment that results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment.
2. The student demonstrates a need for special education.

### Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction.
2. An educational evaluation that identifies educational and environmental needs of the student.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with other health impairment.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section B.11: Exceptional Student Education Eligibility for Students with Traumatic Brain Injury

### Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030153 and 6A-6.0331, F.A.C.

### Definition

A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

### Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a traumatic brain injury if the following criteria are met:

1. There is evidence of a traumatic brain injury that impacts one or more of the areas identified in the definition.
2. The student demonstrates a need for special education.

### Student Evaluation

1. In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:
  - a. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the traumatic brain injury and any medical implications for instruction.
  - b. Documented evidence by more than one person, including the parent, guardian, or primary caregiver, in more than one situation. The documentation shall include evidence of a marked contrast of pre- and post-injury capabilities in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing or speech.
  - c. An educational evaluation that identifies educational and environmental needs of the student.
2. The evaluation may also include a neuropsychological evaluation when requested by the exceptional student education administrator or designee.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with traumatic brain injury.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.



## Section B.12: Exceptional Education Eligibility for Students with Specific Learning Disabilities

### Statutory and Regulatory Citations

34 CFR §300.8

Section 1003.57, F.S.

Rules 6A-1.09401, 6A-6.03018, 6A-6.0331 and 6A-6.03411, F.A.C.

### Definition

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional or behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

### Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a specific learning disability if all of the following criteria are met:

1. Evidence of specific learning disability

The student's parent(s) or guardian(s) and group of qualified personnel may determine that a student has a specific learning disability if there is evidence of each of the following:

a. When provided with learning experiences and instruction appropriate for the student's chronological age or grade-level standards, in accordance with Rule 6A-1.09401, F.A.C., the student does not achieve adequately for the student's chronological age or does not meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in **one or more** of the following areas based on the review of multiple sources that may include group or individual criterion or norm-referenced measures, including individual diagnostic procedures:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

**The school district has the option of requiring that an individually-administered, standardized test of achievement be administered by a qualified evaluator in accordance with Rule 6A-6.03018(4)(b)2., F.A.C., as one of the evaluation procedures used to address the requirements of Rule 6A-6.03018(4)(a)1., F.A.C.**

- The district requires that an individually administered, standardized test of achievement (that addresses the relevant areas of concern as identified by the team) be given by a qualified evaluator after obtaining parental consent for an evaluation.
- The district does not require that an individually administered, standardized test of achievement be given by a qualified evaluator after obtaining parental consent for an evaluation. The team responsible for the evaluation may determine the need for an individually administered, standardized test of achievement on an individual basis.

b. The student does not make adequate progress to meet chronological age or grade-level standards adopted in Rule 6A-1.09401, F.A.C., in one or more of the areas identified in section 1.a) (above) as determined through:

- A process based on the student's response to scientific, research-based intervention, consistent with the comprehensive evaluation procedures in Rule 6A-6.0331 F.A.C.
- c. The group determines that its findings under paragraph a) of this subsection are not primarily the result of one or more of the following:
- A visual, hearing, or motor disability
  - Intellectual disability
  - Emotional or behavioral disability
  - Cultural factors
  - Irregular pattern of attendance or high mobility rate
  - Classroom behavior
  - Environmental or economic factors
  - Limited English proficiency
2. The student demonstrates a need for special education.

## Student Evaluation

The evaluation procedures shall include the following:

1. The school district must promptly request parental or guardian consent to conduct an evaluation to determine if the student needs specially designed instruction in the following circumstances:

a. The student does not make adequate progress when:

- Prior to a referral, the student has not made adequate progress after an appropriate period of time when provided appropriate instruction and intense, individualized interventions; or
- Prior to referral, intensive interventions are demonstrated to be effective but require sustained and substantial effort that may include the provision of specially designed instruction and related services;

and

b. Whenever a referral is made to conduct an evaluation to determine the student's need for specially designed instruction and the existence of a disability.

2. Observation requirement

In determining whether a student needs specially designed instruction and has a specific learning disability, and in order to document the relationship between the student's classroom behavior and academic performance, the group must do the following:

- a. Use information from an observation in routine classroom instruction and monitoring of the student's performance that was completed before referral for an evaluation; or
- b. Have at least one member of the group conduct an observation of the student's performance in the student's typical learning environment, or in an environment appropriate for a student of that chronological age, after referral for an evaluation and parental or guardian consent has been obtained.

3. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the evaluation must also include the district's procedures as specified in the SP&P as required by Rule 6A-6.03411, F.A.C. The evaluation must adhere to the timeframe required by Rule 6A-6.0331, F.A.C., unless extended by mutual written agreement of the student's parent(s) or guardian(s) and a group of qualified professionals.

## Procedures

## 1. General education intervention procedures and activities

a. In order to ensure that lack of academic progress is not due to lack of appropriate instruction, a group of qualified personnel must consider the following:

- Data that demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings; and
- Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of achievement at reasonable intervals, graphically reflecting the student's response to intervention during instruction.

b. General education activities and interventions conducted prior to referral in accordance with Rule 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of this rule.

## 2. Members of the group determining eligibility

The determination of whether a student suspected of having a specific learning disability is a student who demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the student's parents or guardians and a group of qualified professionals, which must include, but is not limited to, all of the following:

- a. The student's general education teacher; if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her chronological age;
- b. At least one person qualified to conduct and interpret individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech-language pathologist, or reading specialist; and
- c. The district administrator of exceptional student education or designee.

## 3. Documentation of determination of eligibility

For a student suspected of having a specific learning disability, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:

- a. The basis for making the determination, including an assurance that the determination has been made in accordance with Rule 6A-6.0331, F.A.C.
- b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning
- c. The educationally relevant medical findings, if any
- d. Whether the student has a specific learning disability as evidenced by response to intervention data confirming each of the following:
  - Performance discrepancy  
The student's academic performance is significantly discrepant for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, which include the peer subgroup, classroom, school, district, and state level comparison groups
  - Rate of progress  
When provided with well-delivered scientific, research-based general education instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the achievement gap with typical peers or academic expectations for the chronological age or grade level in which the student is currently enrolled; and
  - Educational need  
The student continues to need evidence-based interventions that significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress.

e. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, intellectual, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of

attendance or high mobility rate; classroom behavior; or limited English proficiency

f. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including the following:

- Documentation of the specific instructional interventions used, the support provided to the individual(s) implementing interventions, adherence to the critical elements of the intervention design and delivery methods, the duration and frequency of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected
- Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; interventions for increasing the student's rate of progress; and the parental or guardian right to request an evaluation

g. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion; if it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions

**Describe how the district documents a student's response to intervention data to determine eligibility as a student with a specific learning disability, including the progress-monitoring tools used to measure the student's response to intervention and how the team determines the adequacy of the student's response to intervention.**

The Written Summary of Group Analysis of Data for Specific Learning Disabilities is used to document a student's eligibility for this program area. This two page form documents the areas of concern(s), a summary of observations, relevant medical information, diagnostic assessment results, evidence-based interventions at three tiers of instruction, results of interventions at each tier, analysis of intervention data and graphs, rate of progress, statement of need, careful consideration of exclusionary factors which may impact the data results, and a summary of eligibility criteria which includes the following: the areas in which the student does not achieve adequately for age or grade, the lack of adequate progress based on response to evidenced-based intervention, learning difficulties that are not primarily the result of a lack of evidenced-based instruction or any of the exclusionary factors, interventions needed that differ significantly in intensity and duration from what can be provided through general education resources alone, and documentation of parent(s)/guardian(s) notification regarding the amount and nature of student performance data collected and general education services provided, interventions for increasing the student's rate of progress, and the parent(s)/guardian(s) right to request an evaluation. Universal screening tools and progress monitoring devices used to measure a student's response to intervention include classroom, grade-level, district, and state-based assessments, both formative and summative, as well as Focus, the district electronic data system. The intervention team determines a student's response as either good, questionable, or poor based on a student's progress toward the measurable short-term goal which delineates the expected reasonable progress over time. Poor, questionable, and good progress are incremental with poor indicating significantly limited success and a need to intensify interventions, questionable indicating progress is being made but may be inadequate to close the gap in a timely fashion so redesign of the intervention(s) may be warranted, and good indicating success in the trajectory to close the gap and possibly beginning to fade intervention(s).

**Describe how parents are engaged as team members in the problem-solving process (include the frequency and graphic format for sharing student progress data with parents).**

Parents are engaged throughout the problem-solving process through initial contact using the Parent Notification of Intervention Activities and throughout the process using the Parent Notification of Meetings and Conferences which are the meetings and conferences scheduled to review screening results, discuss appropriate general education interventions, anticipated outcomes of interventions, recommendations based on student response to interventions, potential future plans, review of current information including interventions attempted, standardized test results, progress monitoring data, teacher observations, grades, medical records, attendance records, discipline records, and other relevant information to determine whether there is a need for evaluation and subsequent consent if evaluation is warranted. In addition, this parent notification form is also used to discuss speech concerns, if applicable and if warranted, obtain consent for a speech screening, discuss the results of speech screening and consider consent for evaluation for speech. When recommendations based on response to interventions and potential future plans are discussed with the parent, a graph depicting the progress a student has made for each intervention is shared with the intervention team and parent. The graph includes baseline data, the short-term goal, frequent data points, the long-term aim, and the trend line. Typically the interventionist shares progress monitoring data with parents/guardian every four weeks until the student meets the long-term goal or the data indicates a need for long-term intensive interventions and supports.

**Describe the types of data used to make comparisons to other students and how teams determine the findings are not primarily due to the exclusionary factors outlined in Rule 6A-6.03018, F.A.C., lack of instruction in reading or math or limited English proficiency.**

To make comparisons to other students, the district provides an online data bank that can disaggregate a multitude of data from different sources to make appropriate comparisons. This system is especially beneficial when working with English Language Learners and the population at a particular is too small to make comparisons as this system allows comparisons to be made district-wide. When addressing the exclusionary factors, teams review the referral components that include some or all or of the following results/information for decision-making: vision and hearing screenings, medical records, intellectual ability, social/emotional concerns, discipline history, English-Language Learner history, attendance records, enrollment history, classroom observations, socio-economic status, and parent input.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with specific learning disabilities.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section B.13: Exceptional Student Education Eligibility for Students with Speech Impairments

### Statutory and Regulatory Citations

34 CFR §§300.8, 300.306 and 300.34

Sections 1003.01, 1003.57, 1012.44 and 1011.62, F.S.

Chapters 456, 458, 459, and 468, Part I, F.S. Rules 6A-4.0176, 6A-4.01761, 6A-6.03012, 6A-6.03028, 6A-6.0331, 6A-6.03411, and 64B20-2.001, F.A.C.

### Definitions

1. Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance or functioning in the educational environment, and result in the need for exceptional student education.
  - a. Speech sound disorder. A speech sound disorder is a phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
    - Phonological disorder. A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language.
    - Articulation disorder. An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.
  - b. Fluency disorder. A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
  - c. Voice disorder. A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

### Eligibility Criteria

A student is eligible for exceptional student education as a student with a speech impairment if the student meets the following criteria for one or more of the following disorders as determined by the procedures prescribed in Rules 6A-6.03012 and 6A-6.0331(6), F.A.C.

#### 1. Speech sound disorder

A student with a speech sound disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of a significant phonological or articulation disorder that is characterized by the atypical production of speech sound(s). The atypical production of speech sound(s) may be characterized by substitutions, distortions, additions, or omissions. Evaluation results must reveal all of the following:

- a. The speech sound disorder must have a significant impact on the student's intelligibility, although the student may be intelligible to familiar listeners or within known contexts
- b. The student's phonetic or phonological inventory must be significantly below that expected for his or her chronological age or developmental level based on normative data
- c. The speech sound disorder must have an adverse effect on the student's ability to perform or function in the student's typical learning environment, thereby demonstrating the need for exceptional student education
- d. The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency

#### 2. Fluency disorder

A student with a fluency disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of

significant and persistent interruptions in the rhythm or rate of speech. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables, and phonemes; prolongations; blocks; and circumlocutions. Additionally, secondary behaviors, such as struggle and avoidance, may be present.
- b. The fluency disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- c. The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

### 3. Voice disorder

A student with a voice disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent atypical voice characteristics. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent atypical production of quality, pitch, loudness, resonance, or duration of phonation. The atypical voice characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness, or harshness.
- b. The voice disorder does not refer to vocal disorders that are found to be the direct result or symptom of a medical condition unless the disorder adversely affects the student's ability to perform or function in the educational environment and is amenable to improvement with therapeutic intervention.
- c. The voice disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- d. The atypical voice characteristics are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

### 4. The student demonstrates a need for special education.

## Student Evaluation

In addition to Rule 6A-6.03012, F.A.C., the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented. The provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children who are below mandatory school attendance ages and not enrolled in kindergarten must be met. In addition, the following must be included for each disorder:

### 1. For a speech sound disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of speech characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b. Documented and dated observation(s) of the student's speech characteristics conducted by a speech-language pathologist to examine the student's speech characteristics during connected speech or conversation. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
- c. An examination of the oral mechanism structure and function.
- d. One or more standardized, norm-referenced instruments designed to measure speech sound production administered to determine the type and severity of the speech sound errors and whether the errors are articulation (phonetic) or phonological (phonemic) in nature.

### 2. For a fluency disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, to address the following areas regarding the speech behaviors: motor aspects, student's attitude, social impact, and

educational impact. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.

- b. A minimum of two documented and dated observations of the student's speech and secondary behaviors conducted by a speech-language pathologist in more than one setting, including the typical learning environment. For prekindergarten children, the observations may occur in an environment or situation appropriate for a child of that chronological age. Observations conducted prior to obtaining consent for evaluation may be used to meet this criterion, if the activities address the areas identified in subsection d) below.
- c. An examination of the oral mechanism structure and function.
- d. An assessment of all of the following areas:
  - Motor aspects of the speech behaviors
  - Student's attitude regarding the speech behaviors
  - Social impact of the speech behaviors
  - Educational impact of the speech behaviors
- e. A speech sample of a minimum of 300–500 words collected and analyzed to determine frequency, duration, and type of dysfluent speech behaviors. If the speech-language pathologist is unable to obtain a speech sample of a minimum of 300–500 words, a smaller sample may be collected and analyzed. The evaluation report must document the rationale for collection and analysis of a smaller sample, the results obtained, and the basis for recommendations.

3. For a voice disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of voice characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b. Documented and dated observation(s) of the student's voice characteristics conducted by a speech-language pathologist in one or more setting(s), which must include the typical learning environment. For prekindergarten children, the observation(s) may occur in an environment or situation appropriate for a child of that chronological age. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
- c. An examination of the oral mechanism structure and function.
- d. A report of a medical examination of laryngeal structure and function conducted by a physician licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C. The physician's report must provide a description of the state of the vocal mechanism and any medical implications for therapeutic intervention.

## **Unique Philosophical, Curricular, or Instructional Considerations**

1. Speech services

- a. A group of qualified professionals determining eligibility under requirements of Rules 6A-6.03012 and 6A-6.0331(6), F.A.C., must include a speech-language pathologist.
- b. A speech-language pathologist shall be involved in the development of the individual educational plan for students eligible for speech services, whether as special education or as a related service for an otherwise eligible student with a disability as specified in Rule 6A-6.03012, F.A.C.
- c. Speech therapy services shall be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C., or a speech-language pathology assistant pursuant to Chapter 468, F.S.
- d. Students determined eligible as a student with a speech impairment have access to any supports and services needed as determined by the individual educational plan team. A student should be identified as a student with a disability using the



most appropriate category, but this does not mean that the team must identify every possible category under which the student may be eligible. In addition, there is no requirement that a student be eligible under a given category in order to receive specific services. For example, students determined eligible as a student with a speech impairment may have counseling as a related service, a functional behavioral assessment, or academic support for reading or writing, even though the student has not been determined to be a student with an emotional or behavioral disability or a specific learning disability.

## 2. Speech-language associate (SLA)

Speech therapy services provided by an SLA as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services can be provided for a period of three years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 1011.62(7), F.S. For more information on the responsibilities and duties of an SLA, go to:

<http://info.fldoe.org/docushare/dsweb/Get/Document-4662/TAP2007-137.pdf>.

The district shall submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan found in Rule 6A-6.03012(7), F.A.C., will include a description of:

- o The model, specifying the type and amount of direction, including direct observation, support, training, and instruction
- o The rationale for using this model
- o The manner in which the associate will be required to demonstrate competency
- o The process for monitoring the quality of services
- o The process for measuring student progress
- o The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with speech impairments.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section B.14: Exceptional Student Education Eligibility for Students with Language Impairments

### Statutory and Regulatory Citations

34 CFR §§300.8, 300.306 and 300.34

Chapters 456 and 468, Part I, F.S.

Sections 1003.01, 1003.57, 1011.62 and 1012.44, F.S.

Rules 6A-1.09401, 6A-4.0176, 6A-4.01761, 6A-6.0331, 6A-6.030121, 6A-6.03028, 6A-6.03411, and 64B20-2.001, F.A.C.

### Definitions

Language impairments are disorders of language that interfere with communication, adversely affect performance or functioning in the student's typical learning environment, and result in the need for exceptional student education. A language impairment is defined as a disorder in one or more of the basic learning processes involved in understanding or in using spoken or written language. These include:

1. Phonology. Phonology is defined as the sound systems of a language and the linguistic conventions of a language that guide the sound selection and sound combinations used to convey meaning.
2. Morphology. Morphology is defined as the system that governs the internal structure of words and the construction of word forms.
3. Syntax. Syntax is defined as the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence.
4. Semantics. Semantics is defined as the system that governs the meanings of words and sentences.
5. Pragmatics. Pragmatics is defined as the system that combines language components in functional and socially appropriate communication.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing, or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

### Eligibility Criteria

1. For prekindergarten children

A prekindergarten child is eligible as a student with a language impairment in need of exceptional student education if all of the following criteria are met:

- a. There is evidence, based on evaluation results, of significant deficits in language. The impairment may manifest in significant difficulties affecting one or more of the following areas:
  - i. Listening comprehension
  - ii. Oral expression
  - iii. Social interaction
  - iv. Emergent literacy skills (e.g., vocabulary development, phonological awareness, narrative concepts)
- b. One or more documented and dated behavioral observation(s) reveals significant language deficits that interfere with performance or functioning in the typical learning environment.
- c. Results of standardized norm-referenced instrument(s) indicate a significant language deficit in one or more of the areas listed in 1.– 5. of the Definitions section as evidenced by standard score(s) significantly below the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in 1.–5. of the Definitions section. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.

- d. Information gathered from the child's parent(s) or guardian(s), teacher(s), service providers, or caregivers must support the results of the standardized instruments and observations conducted.
- e. The language impairment must have an adverse effect on the child's ability to perform or function in the typical learning environment, thereby demonstrating the need for exceptional student education.
- f. The language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

2. For students in kindergarten through Grade 12

A student meets the eligibility criteria as a student with a language impairment in need of exceptional student education if all of the following criteria are met:

- a. Due to deficits in the student's language skills, the student does not perform or function adequately for the student's chronological age or to meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's chronological age or grade:
  - i. Oral expression
  - ii. Listening comprehension
  - iii. Social interaction
  - iv. Written expression
  - v. Phonological processing
  - vi. Reading comprehension
- b. Due to deficits in the student's language skills, the student does not make sufficient progress to meet chronological age or state-approved grade-level standards pursuant to Rule 6A-1.09401, F.A.C., in one or more of the areas identified in 1. a. of this section when using a process based on the student's response to scientific, research-based intervention.
- c. Evidence of a language impairment is documented based on a comprehensive language evaluation, including all evaluation procedures as specified for students in kindergarten through Grade 12, included under the **Conducting Student Evaluations and Reevaluations** section of this document. There must be documentation of all of the following:
  - i. Documented and dated observations show evidence of significant language deficits that interfere with the student's performance or functioning in the educational environment.
  - ii. Results of standardized norm-referenced instrument(s) indicate a significant language deficit in one or more of the areas listed in 1.–5. of the Definitions section as evidenced by standard score(s) significantly below the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in 1.–5. of the Definitions section. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.
  - iii. Information gathered from the student's parent(s) or guardian(s), teacher(s), and, when appropriate, the student, must support the results of the standardized instruments and observations conducted.
  - iv. At least one additional observation conducted by the speech-language pathologist when the language impairment is due to a deficit in pragmatic language and cannot be verified by the use of standardized instrument(s). The language impairment may be established through the results of the evaluation procedures as specified in the evaluation procedures for students in kindergarten through Grade 12, included under the **Conducting Student Evaluations and Reevaluations** section of this document, and the additional observation(s) conducted subsequent to obtaining consent for evaluation as part of a comprehensive language evaluation. The evaluation report must document the evaluation procedures used, including the group's rationale for overriding results from standardized instruments, the results obtained, and the basis for recommendations. The information gathered from the student's parent(s) or legal

guardian(s), teacher(s), and, when appropriate, the student, must support the results of the observation(s) conducted.

- d. The group determines that its findings under 2.a of this section are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

## Documentation of Determination of Eligibility

For a student suspected of having a language impairment, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates all of the following information:

1. The basis for making the determination, including an assurance that the determination has been made in accordance with subsection 6A-6.0331(6), F.A.C.
2. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning.
3. The educationally relevant medical findings, if any.
4. Whether the student has a language impairment as evidenced by response to intervention data confirming all of the following:
  - a. Performance or functioning discrepancies. The student displays significant discrepancies, for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, including to the extent practicable the peer subgroup, classroom, school, district, and state level comparison groups.
  - b. Rate of progress. When provided with effective implementation of appropriate research-based instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the gap with typical peers or expectations for the chronological age or grade level in which the student is currently enrolled.
  - c. Educational need. The student continues to demonstrate the need for interventions that significantly differ in intensity and duration from what can be provided solely through educational resources and services currently in place, thereby demonstrating a need for exceptional student education due to the adverse effect of the language impairment on the student's ability to perform or function in the educational environment.
5. The determination of the student's parent(s) or guardian(s) and group of qualified professionals concerning the effects of chronological age, culture, gender, ethnicity, patterns of irregular attendance, or limited English proficiency on the student's performance or functioning.
6. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including:
  - a. Documentation of the specific instructional interventions used, the intervention support provided to the individuals implementing interventions, adherence to the critical elements of the intervention design and delivery methods, the duration of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected
  - b. Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding the amount and nature of student performance or functioning data that would be collected and the educational resources and services that would be provided; interventions for increasing the student's rate of progress; and the parental or guardian right to request an evaluation.

## Student Evaluation

1. Children in prekindergarten

In addition to the procedures identified in subsection 6A-6.0331(5), F.A.C., the minimum evaluation for a prekindergarten child shall include all of the following:

- a. Information gathered from the child's parent(s) or guardian(s) and others, as appropriate, such as teacher(s), service providers, and caregivers, regarding the concerns and description of language skills. This may be completed through a

variety of methods, including interviews, checklists, or questionnaires.

- b. One or more documented and dated observation(s) of the child's language skills conducted by the speech-language pathologist in one or more setting(s), which must include the child's typical learning environment or an environment or situation appropriate for a child of that chronological age.
- c. One or more standardized norm-referenced instruments designed to measure language skills. The instrument must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.

## 2. Students in kindergarten through Grade 12

The provisions in Rule 6A-6.0331(1), F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented, as well as procedures identified in Rule 6A-6.0331(5), F.A.C., and must include all of the following:

- a. In order to ensure that the decreased performance or functioning of a student suspected of having a language impairment is not due to lack of appropriate instruction, the minimum evaluation procedures must include all of the following:
  - i. Review of data that demonstrate the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general or exceptional education settings.
  - ii. Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of performance or functioning at reasonable intervals, communicated in an understandable format, reflecting the student's response to intervention during instruction.
  - iii. Information gathered from the student's parent(s) or legal guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and a description of language skills. This may be completed through a variety of methods including interviews, checklists, or questionnaires.
  - iv. Documented and dated observation(s) of the student's language skills conducted by the speech-language pathologist in one or more setting(s).
  - v. One or more standardized norm-referenced instrument(s) designed to measure language skills. The instrument(s) must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.
- b. With the exception of one additional observation conducted by the speech-language pathologist when the language impairment is due to a deficient in pragmatic language that cannot be verified by a standardized assessment, general education activities and interventions conducted prior to initial evaluation in accordance with Rule 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of this rule.

## Unique Philosophical, Curricular, or Instructional Considerations

### Language services

1. A group of qualified professionals determining eligibility under requirements of Rule 6A-6.030121, F.A.C. and Rule 6A-6.0331(6), F.A.C., will include a speech-language pathologist.
2. A speech-language pathologist will be involved in the development of the individual educational plan for programs for students with a language impairment, whether as special education or as a related service for an otherwise eligible student with a disability.
3. Language therapy services will be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., and Rule 64B20-2.001, F.A.C., or a speech-language

associate pursuant to Rule 6A-4.01761, F.A.C., or a speech-language pathology assistant pursuant to Chapter 468, F.S.

4. Students determined eligible as a student with a language impairment have access to any supports and services needed as determined by the individual educational plan team. A student should be identified as a student with a disability using the most appropriate category, but this does not mean that the team must identify every possible category under which the student may be eligible. In addition, there is no requirement that a student be eligible under a given category in order to receive specific services. For example, students determined eligible as a student with a language impairment may have counseling as a related service, a functional behavioral assessment (FBA), or academic support for reading or writing even though the student has not been determined to be a student with an emotional or behavioral disability (EBD) or a specific learning disability.

5. Speech-language associate

- a. Language therapy services provided by a speech-language associate as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services under this subsection can be provided for a period of three years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 1011.62(7), F.S.
- b. The district will submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan must include a description of:
  - The model, specifying the type and amount of direction including, but not limited to, direct observation, support, training, and instruction
  - The rationale for using this model
  - The manner in which the associate will be required to demonstrate competency
  - The process for monitoring the quality of services
  - The process for measuring student progress
  - The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with language impairments.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section B.15: Exceptional Student Education Eligibility for Students who are Visually Impaired

### Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, 300.172, and 300.324

Sections 1003.55, 1003.57, and 1003.575, F.S.

Rules 6A-6.03014 and 6A-6.0331, F.A.C.

### Definition

1. Students who are visually impaired include the following:
  - a. A student who is blind, has no vision, or has little potential for using vision.
  - b. A student who has low vision.
  - c. A student who has a visual impairment after best correction that adversely affects the student's educational performance and
  - d. A student who has been diagnosed with a progressive condition that will most likely result in a visual impairment or no vision after best correction.

### Eligibility Criteria

A student is eligible for special education and related services if the following medical and educational criteria are met:

1. A licensed ophthalmologist or optometrist has documented an eye condition that causes an impairment as manifested by at least one of the following:
  - a. A visual acuity of 20/70 or less in the better eye after best possible correction;
  - b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;
  - c. A diagnosis of visual impairment after best correction, or
  - d. A progressive loss of vision that may affect the student's ability to function in an educational setting.
2. The student demonstrates a need for special education.

### Student Evaluation

The minimum procedures necessary for determining eligibility shall include:

1. A medical eye examination describing: etiology; diagnosis; treatment regimen; prognosis; near and distance; corrected and uncorrected acuity measures for left eye, right eye and both eyes; measure of field of vision; and recommendations for lighting levels, physical activity, aids, prescribed low-vision aids, or use of glasses or contact lenses, as appropriate.
2. For children birth to five years of age or students who are otherwise unable to be assessed, a medical assessment describing visual functioning shall be documented when standard visual acuities and measure of field of vision are unattainable.
3. A comprehensive assessment of skills known to be impacted by visual impairment, which shall include, but is not limited to:
  - a. A functional vision evaluation that includes an assessment of skills known to be impacted by vision impairment that are aligned with the special skills references in Rule 6A-1.09401, F.A.C., and include assistive technology, compensatory skills, career education, recreation and leisure, sensory efficiency, self-determination, social skills, and independent living;
  - b. A learning media assessment; and
  - c. An orientation and mobility screening.

### Reevaluation

1. Reevaluation shall occur at least every three years and shall include a minimum of a medical eye examination within the last calendar year, a comprehensive assessment of skills known to be impacted by visual impairment as required for determining initial eligibility; and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with Rule 6A-6.0331, F.A.C.
2. The medical aspect of a reevaluation for students with bilateral anophthalmia may be waived by a written recommendation of a physician.

### **Specialized Evaluations: Qualified Evaluators**

The following specialized evaluations are required to be administered by the individuals listed. All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C., or a report form is provided from a physician licensed in another state as permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C.

1. Medical eye exam: ophthalmologist or optometrist
2. Functional vision assessment: teacher of the visually impaired, orientation and mobility specialist, or low vision specialist
3. Learning Media Assessment: teacher of the visually impaired
4. Orientation and mobility (as appropriate): orientation and mobility specialist

### **Unique Philosophical, Curricular, or Instructional Considerations**

1. All students with visual impairments are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Students will be provided with instruction in braille unless otherwise determined by the IEP team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.
2. Orientation and mobility is a related service, provided to blind or visually impaired students by qualified personnel if the IEP team determines that it is necessary in order for the student to benefit from specially designed instruction, that enables the student to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.
3. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

**The school district has the option to include additional information regarding evaluations, qualified evaluators or unique philosophical, curricular, or instructional considerations for students with visual impairments.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.



## **Section B.16: Provision of Occupational Therapy to Exceptional Students as a Related Service**

### **Statutory and Regulatory Citations**

34 CFR §300.34

Chapters 456 and 468, Part III, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03024, 6A-6.03028, 6A-6.03411 and Chapter 64B-11, F.A.C.

### **Definitions**

1. Occupational therapy means services provided by a licensed occupational therapist and includes improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
2. Related service provider means the licensed occupational therapist responsible for the assessment and provision of school-based occupational therapy as a related service.

### **Assessments**

As defined in S.468.203, F.S., prior to the provision of occupational therapy, assessments shall be conducted by the related service provider as defined in the Occupational Therapy Practice Act, s. 468.203, F.S. Rule 6A-6.03024(1)(c), F.A.C., defines a related service provider as the licensed occupational therapist responsible for the assessment and provision of school-based occupational therapy as a related service as defined in s. 1003.01(3)(b), F.S., and Rule 6A-6.03411(1)(dd)3.f., F.A.C.

### **Determination of Need for Occupational Therapy**

To determine need for occupational therapy as a related service the individual educational plan (IEP), the educational plan (EP), or the individualized family support plan (IFSP) team shall do the following:

1. Review assessments conducted by the related service provider and all other relevant data.
2. Determine if occupational therapy services are needed to assist a student to benefit from specially designed instruction.
3. Include input from the occupational therapist to assist the IEP, EP, or IFSP team when the educational need for occupational therapy as a related service is being determined

### **Unique Philosophical, Curricular, or Instructional Considerations**

1. The licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team when:
  - a. The educational need for occupational therapy as a related service is being determined, and
  - b. A student who is receiving occupational therapy as a related service is being reviewed by the IEP, EP, or IFSP team.
2. Once the educational need for occupational therapy has been determined in accordance with the provisions of this rule, a plan of treatment as referenced in s.468.203, F.S., shall be developed. The plan of treatment may be included as a part of the IEP, EP, or IFSP.
3. Pursuant to s. 468.203, F.S., occupational therapy:
  - a. May be provided by either a licensed occupational therapist or a licensed occupational therapy assistant.
  - b. The occupational therapy assistant is supervised by the licensed occupational therapist.
  - c. The licensed occupational therapist provides both initial direction in developing a plan of treatment and periodic inspection of the actual implementation of the plan. Such plan of treatment shall not be altered by the supervised individual without prior consultation with, and the approval of, the supervising occupational therapist.

- d. The supervising occupational therapist need not always be physically present or on the premises when the assistant is performing services. However, except in cases of emergency, supervision shall require the availability of the supervising occupational therapist for consultation with and direction of the supervised individual.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who need occupational therapy.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

DRAFT

## **Section B.17: Provision of Physical Therapy to Exceptional Students as a Related Service**

### **Statutory and Regulatory Citations**

34 CFR §300.34

Chapters 456, 458, 459, 461, 466 and 486, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03024, 6A-6.03028, 6A-6.03411 and 64B17-6.001, F.A.C.

### **Definitions**

1. Physical therapy means services provided by a licensed physical therapist.
2. Related service provider means the licensed physical therapist responsible for the assessment and provision of school-based physical therapy as a related service.

### **Assessments**

As defined in s. 486.021, F.S., prior to the provision of physical therapy, assessments shall be conducted by the related service provider as defined in the Physical Therapy Practice Act, Chapter 486, s. 486.021, F.S. Rule 6A-6.03024(1)(c), F.A.C., defines a related service provider as the licensed physical therapist responsible for the assessment and provision of school-based physical therapy as a related service as defined in s. 1003.01(3)(b), F.S., and Rule 6A-6.03411(1)(dd)3.i., F.A.C.

### **Determination of Need for Physical Therapy**

To determine need for physical therapy as a related service the individual educational plan (IEP), the educational plan (EP), or the individualized family support plan (IFSP) team shall do the following:

1. Review assessments conducted by the related service provider and all other relevant data.
2. Determine if physical therapy services are needed to assist a student to benefit from specially designed instruction.
3. Include input from the physical therapist to assist the IEP, EP, or the IFSP team when the educational need for physical therapy as a related service is being determined.

### **Unique Philosophical, Curricular, or Instructional Considerations**

1. The licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team when:
  - a. The educational need for physical therapy as a related service is being determined, and
  - b. A student who is receiving physical therapy as a related service is being reviewed by the IEP, EP, or IFSP team.
2. Once the educational need for physical therapy has been determined in accordance with the provisions of this rule, a plan of treatment as referenced in s. 468.203, F.S., shall be developed. The plan of treatment may be included as a part of the IEP, EP, or IFSP.
3. Pursuant to s. 486.021, F.S., physical therapy may be provided by either a licensed physical therapist or a licensed physical therapist assistant, who is under the general supervision of a physical therapist. The supervision of a physical therapist assistant shall not require on-site supervision by the physical therapist.
4. Pursuant to Rule 64B17-6.001, F.A.C., the supervising physical therapist shall be:
  - a. Accessible at all times by two-way communication, which enables the physical therapist to respond to an inquiry when made and to be readily available for consultation during the delivery of care.
  - b. Within the same geographic location as the assistant.
  - c. Provided both initial direction in developing a plan of treatment and ensuring the plan is appropriately implemented on a consistent basis. The supervised individual cannot change the plan of treatment without prior consultation with, and the

approval of, the supervising physical therapist.

- d. Readily available to the physical therapist assistant with emphasis placed on directing the assistant through frequent reporting, both verbal and written and frequent observations of the care rendered.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who need physical therapy.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

DRAFT

## Section C: Individual Educational Plan

### Statutory and Regulatory Citations

34 CFR §§300.29, 300.106, 300.110, 300.320 through 300.328, and 300.503

Sections 1001.02, 1002.3105, 1003.01, 1003.4203, 1003.4282, 1003.4285, 1003.57, 1003.5715, 1003.5716, 1003.572, 1008.22 and 1008.212, F.S.

Rules 6A-1.0943, 6A-1.09441, 6A-1.0996, 6A-1.09963 6A-6.03028, 6A-6.0311 through 6A-6.0361 and 6A-6.03311, F.A.C.

### Definition

An IEP is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 6A-6.03028, F.A.C. Parents are partners with schools and district personnel in developing, reviewing, and revising the IEP. The procedures for the development of IEPs for students with disabilities are as follows:

**Note:** Since an EP is defined in Rule 6A-6.030191, F.A.C., as being developed for students identified solely as gifted, an IEP rather than an EP is developed for students who are gifted and have also been identified as having a disability.

### Procedures

#### 1. Role of parents

The role of the parents in developing IEPs includes, but is not limited to:

- a. Providing critical information regarding the strengths of their student;
- b. Expressing their concerns for enhancing the education of their student so that their student can receive FAPE;
- c. Participating in discussions about the student's need for special education and related services;
- d. Participating in deciding how the student will be involved and progress in the general curriculum, including participation in state and district assessments;
- e. Participating in the determination of what services the district will provide to their student and in what setting;
- f. Participating in the determination of which course of study leading to a standard diploma the student will pursue, consistent with s. 1003.4282, F.S., to include a course of study leading to a Scholar or Merit designation in accordance with s. 1003.4285, F.S.

#### 2. Parent participation in IEP team meetings

The district shall establish procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the individual educational plan. Parents of each student with a disability must be members of any group that makes decisions on the educational placement of their child.

- a. In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting:
  - Parents are notified of the meeting early enough to ensure that they have an opportunity to attend
  - The meeting is scheduled at a mutually agreed upon time and place
- b. A written notice to the parent indicates the purpose; time; location of the meeting; who, by title or position, will be in attendance; and includes a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child.
  - Parents may also request that a Part C service coordinator or other representative of the Part C system be invited to attend the initial IEP team meeting for a child previously receiving early intervention services under Part C of IDEA.
  - Decisions as to which particular teacher(s) or special education provider(s) are members of the IEP team are made by the district, based on the needs of the student.

- The written notice to the parent clearly indicates which persons invited to the IEP team meeting are required members of the team and, thus, would require excusal as described in subsection 4. below.  
Any time an IEP team meeting is convened for the purpose of reviewing or changing a student's IEP as it relates to administration of the Florida Alternate Assessment and the provision of instruction in the state standards access points curriculum, or placement of the student in an exceptional student education center, the school must provide the notice to the parent at least 10 days prior to the meeting.
- c. No later than the first IEP to be in effect when the student attains the age of 14 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be to identify transition services needs of the student and that the district will invite the student.
- d. Not later than the first IEP to be in effect when the student turns 16 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be consideration of the postsecondary and career goals and transition services for the student, that the district will invite the student and will identify any other agency that will be invited to send a representative to the meeting.
- e. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls or video conferencing.
- f. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parent. In this case, the district maintains a record of its attempts to arrange a mutually agreed upon time and place. These records include such items as:
  - Detailed records of telephone calls made or attempted, and the results of those calls
  - Copies of correspondence sent to the parents and any responses received
  - Detailed records of visits made to the parents' home or place of employment, and the results of those visits
- g. The district takes whatever action is necessary to ensure that the parents, and the student when the student is the age of 14, understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English.
- h. A meeting does not include informal or unscheduled conversations involving school district personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school district personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.
- i. The district provides the parent with a copy of the IEP at no cost to the parent.

### 3. IEP team participants

The IEP team, with a reasonable number of participants, shall include:

- a. The parents of the student
- b. At least one regular education teacher of the student, if the student is or may be participating in the regular education environment; the regular education teacher of a student with a disability participates, to the extent appropriate, in the development, review, and revision of the student's IEP, including assisting in the determination of:
  - Appropriate positive behavioral interventions and supports and other strategies for the student
  - Supplementary aids and services, classroom accommodations, modifications, or supports for school personnel to be provided for the student
- c. At least one special education teacher of the student, or, where appropriate, one special education provider of the student
- d. A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the district; at the discretion of the district, the student's special education teacher may be designated to also serve as the representative of the district if the teacher meets these requirements

- e. An individual who can interpret the instructional implications of evaluation results; this role may be fulfilled by another member of the IEP team
- f. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel; the determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the IEP team meeting
- g. The student, if appropriate, and in all cases where a purpose of the meeting will be the identification of the student's transition services needs or consideration of postsecondary and career goals for the student and the transition services needed to assist the student in reaching those goals; if the student does not attend the IEP team meeting to identify transition services needs or consider postsecondary and career goals and transition services, the district takes other steps to ensure that the student's preferences and interests are considered
- h. Agency representatives— To the extent appropriate and with the consent of the parents or a student who has reached the age of majority, the school district will invite a representative of any participating agency that may be responsible for providing or paying for transition services; parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services
- i. In the case of a student who was previously served and received early intervention services under Part C of the IDEA, the Part C service coordinator or other representatives of the Part C system must be invited to the initial IEP team meeting, at the request of the parent, to assist with the smooth transition of services
- j. The district will determine the specific personnel to fill the roles

#### 4. IEP team member excusal

- a. A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.
- b. A member of the IEP team also may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the school district consent to the excusal and the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.
- c. The district has designated the following individual(s), by name or position, as having the authority to make the agreement with the parent, or provide consent on behalf of the district, to excuse an IEP team member from attending an IEP team meeting.

#### **Identify the individual(s), by name or position, who have been granted this authority.**

Maintaining the minimum IEP team members, the LEA representative may excuse others with parent agreement. This will be reflected on the IEP.

- d. If a required IEP team member is unable to attend the meeting as scheduled, the parent can agree to continue with the meeting and request an additional meeting if more information is needed, or request that the meeting be rescheduled.

#### 5. Transition of children with disabilities from the infants and toddlers early intervention program

- a. An IEP or an IFSP must be developed and implemented by the third birthday of a child who has been participating in the early intervention program for infants and toddlers with disabilities.
- b. Each school district shall participate in transition planning conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.
- c. If the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

## 6. IEP timelines

Timelines for IEPs include the following:

- a. An IEP that has been reviewed, and, if appropriate, revised periodically, but not less than annually, must be in effect at the beginning of each school year for each eligible student with a disability within the district's jurisdiction.
- b. An IEP must be developed within 30 calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services.
- c. A meeting shall be held at least annually to review, and revise, as appropriate, each IEP.

## 7. Considerations in IEP development, review, and revision

The IEP team considers the following factors in the development, review, and revision of the IEP:

- a. Strengths of the student and concerns of the parents for enhancing the education of their child
- b. Results of the initial or most recent evaluation or reevaluation
- c. As appropriate, results of the student's performance on state or districtwide assessments
- d. Academic, developmental, and functional needs of the student
- e. In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior
- f. In the case of a student with limited English proficiency, the language needs of the student as related to the IEP
- g. In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, including future needs and appropriate reading and writing media (including an evaluation of the student's future need for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student
- h. The communication needs of the student
- i. In the case of a student who is deaf or hard-of-hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Communication Plan form (available at [flrules.org/gateway/reference.asp?no=ref-04776](http://flrules.org/gateway/reference.asp?no=ref-04776)) adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner.
- j. Whether the student requires assistive technology devices or services; on a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or other settings is required if the IEP team determines that the student needs access to those devices in order to receive FAPE
- k. At least annually, whether extended school year (ESY) services are necessary for the provision of FAPE to the student if the IEP team determines, on an individual basis, that the services are necessary; school districts may not limit ESY to particular categories of a disability or unilaterally limit the type, amount, or duration of those services.
  - Pursuant to 34 CFR §300.106, ESY services must be considered by the IEP or individualized family support plan (IFSP) team as part of the provision of FAPE for students with disabilities. ESY is special education and related services that are provided to a student with a disability beyond the normal school year of the public agency, in accordance with the child's IEP or IFSP and at no cost to the parent of the child and meets the standards of the state educational agency (SEA).
  - ESY is not intended to provide education beyond that which has been determined necessary by the IEP or IFSP team to ensure FAPE. In many cases, not all of the services specified in an individual student's IEP or IFSP for the school year need to be provided as part of ESY services.



- Parental requests for ESY services must be considered. However, if ESY services are requested by the parent and the IEP or IFSP team does not determine the provision of the requested ESY services as necessary for the provision of FAPE, then a written informed notice of refusal must be provided.

**Describe the district's procedures for determining the need for ESY services for individual students.**

Extended school year (ESY) services (special education and related services) for students are required if the IEP team or family support plan (FSP) has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services. It is important that a variety of criteria or factors be considered when determining whether ESY services are necessary in order to ensure the provision of FAPE. When determining the need for ESY services (special education and related services) for individual students, IEP or FSP teams engage in a determination of needs process that entails examining the following information and data:

- Regression/Recoupment - Without special education and related services there is a substantial likelihood of substantial regression of critical skills caused by the school break and a failure to recover those lost skills in a reasonable time following the school break.
- Interfering Behaviors- the IEP committee determines whether any interfering behaviors, such as stereotypic, ritualistic, aggressive, or self-injurious behaviors targeted by the IEP goals and objectives have prevented the student from receiving benefit from the educational program during the previous school year and whether interruption of instruction on those objectives caused by a school break will prevent the student from receiving benefit from the educational program during the next school year.
- Critical Point of Instruction - The IEP committee determines whether, without ESY services, the student requires instruction in a critical area(s), which results in the likelihood of preventing the student from receiving benefit from the educational program during the regular school year without ESY services.
- Emerging Skills Breakthrough – The IEP team reviews all goals and objectives targeting critical life skills to determine whether any of the skills are at a breakthrough point. When critical life skills are at this point, the IEP committee determines whether the interruption of instruction on those goals and objectives caused by the school break is likely to prevent the student from receiving benefit from the educational program.
- Nature/Severity of Disability - The IEP committee determines whether, without ESY services, the nature and/or severity of the student's disability is likely to prevent the student from receiving benefit from the educational program during the regular school year without ESY services.
- Degree of Progress- The IEP committee reviews the student's progress toward goals on critical life skills and determines whether without ESY services, the student's degree of progress toward the goals will prevent the student from receiving benefit from his/her educational program during the regular school year.
- Special Circumstances - The IEP team considers any special circumstances such as parental concerns, legal considerations, and special needs of the students, not covered above. Examples of students who may require ESY services under this criterion include, but are not limited to, the following: (a) A student who has recently obtained paid employment and requires the services of a job coach in order to maintain successful employment. (b). A student who requires ESY services in order to remain in his or her existing LRE and prevent movement to a more restrictive setting. (c). A student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills. IEP teams consider a student's need for ESY at each annual IEP review and again at interim IEP reviews if applicable. Data collection is ongoing throughout the school year, and as an added measure, IEP teams consider the need (review available information and analyze data) for ESY for all ESE students in the early spring. IEP meetings are scheduled accordingly. Appropriate data to be reviewed includes, but is not limited to, the following: Pattern of regression after past breaks in service, individualized education plans, positive behavioral support plans, report cards, work samples, probes/running records, pre/post-test before/after breaks, teacher-made checklists, frequency charts, progress on annual goals, anecdotal records from home/school, referrals/discipline files, point sheets, therapy logs, and other documentation related to extenuating circumstances. In addition, parents, teachers, and other professionals are all valuable sources of information.

**Describe the district's procedures for informing staff that varying amounts, types and durations of ESY services are possible based on the individual needs of a student. (Any predetermination or set policy on the amount of time ESY will be provided is contrary to the regulations.)**

The district has procedures for informing staff that varying amounts, types and durations of ESY services (special education and related services) are based on the individual needs of a student. Examples of various types of ESY include the following: direct instruction or support facilitation once or more per week, therapy, web-based learning (with or without periodic consultation or support facilitation), computer software, take-home instructional materials, and consultation. Also, some students may engage in credit recovery during the regular school year. District staff (ESE administrators, ESE Staffing specialists, and ESE Curriculum specialists) share this information with all ESE teachers at the start of each school year. In addition, ESE specialists meet with school-based ESE teacher teams on a monthly basis and share this information periodically. When IEP teams consider a student's need for ESY, they are encouraged to engage in a structured determination of needs process. The process in part requires teachers to consider varying amounts, types, and durations of ESY services based on the student's individual needs. An ESE district specialist monitors the various ESY service delivery models and helps to ensure the district's ESY policies and procedures are implemented with fidelity. Also, district ESY best practices and procedures are detailed in the district's ESE Admissions and Placement manual. This manual is accessible to all ESE and general education teachers.

- I. If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect

**8. Content of the IEP**

Each IEP must include the following:

- a. A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum, or for prekindergarten children, as appropriate, how the disability affects the student's participation in appropriate activities.
- b. A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities and meeting each of the student's other educational needs that result from the student's disability.
- c. A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- d. A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- e. A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals; be involved and progress in the general curriculum; to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in the activities described in this section. (A parent must provide signed consent for a student to receive instructional accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.)
- f. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or in the activities described above.
- g. A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the statewide, standardized assessments or district assessments.  
Accommodations that negate the validity of a statewide assessment are not allowable in accordance with s. 1008.22, F.S. If the IEP team determines that the student will take the Florida Alternate Assessment instead of other statewide, standardized assessments or an alternate district assessment of student achievement, the IEP must include a statement of why the student cannot participate in other statewide, standardized assessments or district assessments and, if applicable why the particular district alternate assessment selected is appropriate for the student. If a student does not participate in the statewide, standardized assessment program as a result of being granted an extraordinary exemption in accordance with s.

1008.212, F.S., or a medically complex exemption in accordance with s. 1008.22(9), F.S., the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation in accordance with s. 1008.22(3), F.S.

- h. The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- i. A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- j. A statement to identify any Career and Professional Education (CAPE) Digital Tools certificates and CAPE industry certifications the student seeks to attain before high school graduation.

#### 9. Transitional needs addressed within IEP

- a. Before attaining the age of 14 years, in order to ensure quality transition planning and services, IEP teams shall begin the process of identifying transition services needs of students with disabilities, to include the following:
  - A statement of intent to pursue a standard high school diploma pursuant to s.1003.4282(1)-(9), (11), F.S., and a Scholar or Merit designation in accordance with s. 1003.425, F.S., as determined by the parent;
  - The preparation needed for the student to graduate from high school with a standard diploma and a Scholar or Merit diploma designation as determined by the parent; and
  - Consideration of the student's need for instruction or the provision of information in the area of self-determination and self-advocacy to assist the student to be able to actively and effectively participate in IEP meetings, so that needed postsecondary and career goals may be identified and in place by age 16 years.
- b. Beginning not later than the first IEP to be in effect when the student attains the age of 16, or younger if determined appropriate by the parent and the IEP team, the IEP must include the following statements that must be updated annually:
  - A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements in s. 1003.4282, F.S. This requirement does not apply if the student entered Grade 9 prior to the 2014-2015 school year and is pursuing a special diploma in accordance with the student's IEP;
  - A statement of the outcomes and the additional benefits expected by the parent and the IEP team at the time of the student's graduation.
  - A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills and the transition services, including courses of study needed to assist the student in reaching those goals.
  - If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP. However, this does not relieve any participating agency, including the Division of Vocational Rehabilitation Services (VR), of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.
- c. Any change in the IEP for the goals specified in b) must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.
- d. Beginning at least one year before the student's eighteenth birthday, a statement that the student has been informed of his or her rights that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age.
- e. Beginning with the 2015-2016 school year, a statement identifying Career and Professional Education (CAPE) digital tool certificates and the CAPE industry certifications that the student seeks to attain before high school graduation, if any,

pursuant to s. 1003.4203, F.S.

- f. For students whose eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under State law, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which should include recommendations on how to assist the student in meeting the postsecondary and career goals.

10. Requirements for a Standard Diploma are found in s. 1003.4282, F.S., and Rule 6A-6.03028, F.A.C.

11. High School Graduation Requirements for Students with Disabilities

a. General requirements.

Beginning in the 2014-2015 school year, students with disabilities entering Grade 9 may attain a standard diploma and earn standard diploma designations by meeting the requirements in ss. 1003.4282(1)-(9) or 1002.3105(5), or 1003.4282(10) and 1003.4285, F.S. Nothing contained in Rule 6A-1.09963, F.A.C., shall be construed to limit or restrict the right of a student with a disability solely to the options described in Rule 6A-1.09963, F.A.C. A certificate of completion will be awarded to students who earn the required 18 or 24 credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with s. 1008.22(3)(c) 2., F.S., or participation in a statewide assessment has been exempted in accordance with s. 1008.212, F.S., or s. 1008.22(9), F.S. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma or a special certificate of completion.

b. Definitions from Rule 6A-1.09963, F.A.C.

- i. Access courses. Access courses are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Access courses are based on the access points. Access points are academic expectations intended only for students with significant cognitive disabilities and are designed to provide these students with access to the general curriculum.
- ii. Alternate Assessment. In accordance with s. 1008.22(3)(c), F.S., an alternate assessment is a statewide standardized assessment designed for students with significant cognitive disabilities in order to measure performance on the access points.
- iii. Employment transition plan. A plan that meets the requirements found in s. 1003.4282(10)(b)2.d., F.S. This plan is separate from the IEP.
- iv. Eligible career and technical education (CTE) course. Eligible CTE courses include any exceptional student education (ESE) or general education CTE course that contains content related to the course for which it is substituting. Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points (MOCPs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCPs must be developed for students in conjunction with their IEP and must be documented on the IEP. Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a postsecondary program if the student is earning secondary (high school) credit for the program.

c. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C., and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in s. 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area, or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

- i. Eligible CTE courses, as defined in Rule 6A-1.09963(2)(d), F.A.C., may substitute for Access English IV; one mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one science credit, with the exception of Access Biology; and one social studies credit, with the exception of Access

United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

- ii. Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.
  - iii. A score of at least 4 on the Florida Alternate Assessments in reading and math must be attained, until replaced by the Grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with s. 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.
  - iv. For those students whose performance on standardized assessments is waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples, and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community-based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
- d. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in s. 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
- i. Eligible CTE courses, as defined in Rule 6A-1.09963(2)(d), F.A.C., may substitute for English IV; one mathematics credit, with the exception of Algebra and Geometry; one science credit, with the exception of Biology; and one social studies credit, with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
  - ii. Students must earn a minimum of one-half credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in s. 1003.4282(10)(b)2.d., F.S., for the equivalent of at least one semester. Additional credits in employment-based courses are permitted as electives.
  - iii. Documented achievement of all components defined in s. 1003.4282(10)(b)2.b., F.S., on the student's employment transition plan.
- e. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.
- f. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at s. 1003.4282(10)(c), F.S.
- i. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of 18 for whom rights have transferred in accordance with Rule 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
    - a. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.

b. School districts must inform the parent and the student, in writing, by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

c. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

ii. A student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns 22.

The repeal of s. 1003.438, F.S., effective July 15, 2015, does not apply to a student with a disability as defined in s. 1003.438, F.S., whose individual educational plan, as of June 20, 2014, contains a statement of intent to receive a special diploma. Such student shall be awarded a special diploma in a form prescribed by the Commissioner of Education if the student meets the requirements specified in s. 1003.438, F.S., and in effect as of June 20, 2014. Any such student who meets all special requirements of the district school board in effect as of June 20, 2014, but who is unable to meet the appropriate special state minimum requirements in effect as of June 20, 2014, shall be awarded a special certificate of completion in a form prescribed by the Commissioner of Education.

12. Separate parental consent for specific actions included in an IEP

In accordance with s. 1003.5715, F.S., effective July 1, 2013, separate parental consent for the following actions in a student's IEP is required:

- a. Administration of an alternate assessment pursuant to s. 1008.22, F.S., and instruction in the state standards access points curriculum.
- b. Placement of the student in an ESE center school.

The district must use the following forms adopted by FDOE for obtaining consent.

- o Parental Consent Form: [Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration](#)
- o Parental Consent Form: [Student Placement in an Exceptional Education Center](#)

In accordance with 34 CFR §300.503, each consent form must be provided in the parent's native language as defined in 34 CFR §300.29. Consent forms can be accessed at the following link: [flrules.org/gateway/reference.asp?no=ref-03384](http://flrules.org/gateway/reference.asp?no=ref-03384). A district may not proceed with the actions described above unless the district documents reasonable efforts to obtain the parent's consent and the student's parent has failed to respond or the district obtains approval through a due process hearing.

Except for a disciplinary change in placement as described in s. 1003.57(1)(h), if a district determines that there is a need to change a student's IEP related to administration of the alternate assessment, instruction in the access points curriculum, or ESE center school placement, the school must hold an IEP team meeting that includes the parent to discuss the reason for the change. The school shall provide written notice to the parent at least 10 days before the meeting, indicating the purpose, time, and location of the meeting and who, by title or position, will attend the meeting. The IEP team meeting requirement may be waived by informed consent of the parent after the parent receives the written notice.

For a change in a student's IEP related to administration of the alternate assessment, instruction in access points curriculum, or ESE center school placement, the district may not implement the change without parental consent unless the district documents reasonable efforts to obtain the parent's consent and the student's parent has failed to respond or the district obtains approval through a due process hearing and resolution of appeals.

13. Least restrictive environment (LRE) and placement determinations:

- o To the maximum extent appropriate, students with disabilities, including those in public or private institutions or other facilities, are educated with students who are not disabled. A school district shall use the term "inclusion" to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Section 1003.57(1)(f), F.S., requires that, once every three years, each school district and school must complete a Best Practices in Inclusive Education (BPIE) assessment. The BPIE is an internal assessment process designed to facilitate the analysis, implementation and improvement of inclusive educational practices. The results of this process, including all planned short- and long-term improvement efforts, must be included in the school district's ESE policies and procedures.

The district completed the BPIE.

**Date completed (Please upload the district's BPIE action plan that must include all short- and long-term improvement efforts, in Appendix F).**

District Assessment and Planning Dates: Best Practices for Inclusive Education (BPIE) Self-Assessment Date: October 19, 2017 BPIE FIN Services Plan (FSP) Date: October 30, 2017 Scheduled FSP Review Dates: May 2018, May 2019

**The anticipated date for the triennial BPIE assessment, if known.**

October 30, 2020

- o Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and
- o A continuum of alternative placements must be available to meet the needs of students with disabilities for special education and related services, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. A school district must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

**Describe the district's continuum of alternative placements (e.g., instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions). If your district contracts with another district to provide a placement option, please indicate this as well.**

Students with disabilities are educated in the least restrictive environment. The regular classroom is the first placement option for special education services to be considered, but for some students additional placement options may be necessary. The district offers a variety of alternative placements for students with disabilities: Regular Class, Regular Class with Support, Resource Room, Self-contained classes (InD, ASD, EBD, LI) Alternative Discipline Settings, and Hospital/Homebound Instruction. Special classes, special schooling, or other removal of exceptional education students from regular classes shall occur only when the nature or severity of the handicap cannot be satisfactorily accommodated with supplementary aids and services in the regular classroom. The emphasis on participation in the general education curriculum is intended to focus attention on the accommodations or modifications necessary to enable students with disabilities to access the general education curricula as well as a strong presumption in favor of a regular classroom placement. The district contracts with the Clarke School in Duval county. The Clarke school provides services to students with visual impairments ages 3-5 full time; students with visual impairments grades K-8 itinerate; students who are Deaf/Hard of Hearing full time or itinerate grades PreK-5; students who are Deaf/Hard of Hearing itinerate grades 6-12.

**Describe the district's procedures regarding provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.**

The extent to which an individual student participates in the regular education setting with the use of supplementary aids and services is determined on a case-by-case basis by the individual educational plan team. This requires individualized inquiry into the unique educational needs of each student so that the team can determine the possible range of aids and supports that would enable the student to be educated satisfactorily in the regular education environment before a more restrictive placement is considered. Supplementary services are provided in regular education classes, nonacademic, and extracurricular settings to enable students with disabilities to be educated with students without disabilities to the maximum extent possible.

- o In determining the educational placement of a student with a disability, including a preschool child with a disability, each school district must ensure that:
  - The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
  - The placement decision is made in accordance with the LRE provisions listed above.
  - The student's placement is determined at least annually, is based on the student's IEP, and is as close as possible to the student's home.
  - Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.
  - In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs.
  - A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- o In providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the school district and assistance in making outside employment available), each school district must ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. The school district must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

**14. Review and revision of the IEP**

The district ensures that the IEP team:

- a. Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved
- b. Revises the IEP as appropriate to address:
  - Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate
  - Results of any reevaluation conducted
  - Information about the student provided to or by the parents
  - The student's anticipated needs or other matters
  - Consideration of the factors described earlier in subsection 7
- c. Responds to a parent's right to ask for revision of the student's IEP



- d. Encourages the consolidation of reevaluation meetings for the student and other IEP team meetings for the student, to the extent possible

15. Changes to the IEP

Generally, changes to the IEP must be made by the entire IEP team at an IEP team meeting and may be made by amending the IEP rather than by redrafting the entire IEP. However, in making changes to the IEP after the annual IEP team meeting for a school year, the parent and school district may agree not to convene an IEP team meeting for purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP without a meeting, the district must ensure that the student's IEP team is informed of those changes. Upon request, a parent will be provided a revised copy of the IEP with the amendments incorporated. In addition, the following changes to the IEP and decisions made by the IEP team must be approved by the parent or the adult student, if rights have transferred, in accordance with Rule 6A-6.03311(8), F.A.C. Such changes are subject to an independent reviewer selected by the parent as provided in s. 1003.572, F.S., and include:

- a. Changes to the postsecondary or career goals; and,
- b. Beginning with students entering Grade 9 in the 2014-2015 school year, changes in the selected graduation option specified in the student's IEP and any waiver of statewide standardized assessment results made by the IEP team in accordance with the provisions of s. 1008.22(3)(c), F.S.

16. Students with disabilities in adult prisons

The requirements relating to participation in general assessments do not apply to students with disabilities who are convicted as adults under state law and incarcerated in adult prisons. In addition, the requirements relating to transition planning and services do not apply with respect to those students whose eligibility for services under Part B of IDEA will end because of their age before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release. The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. The requirements relating to the IEP content and LRE do not apply with respect to such modifications.

17. IEP implementation and accountability

The school district is responsible for providing special education to students with disabilities in accordance with the students' IEPs. However, it is not required that the school district, teacher, or other person be held accountable if a student does not achieve the growth projected in the annual goals and benchmarks or objectives. An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The district must make a good faith effort to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

18. IEPs and meetings for students with disabilities placed in private schools or community facilities by the school district

If a student with a disability is placed in a private school by the school district, in consultation with the student's parents, the school district will ensure that the student has the same rights as a student with a disability served by the school district. Before placing the student, the school district initiates and conducts a meeting to develop an IEP or IFSP for the student. The district will ensure the attendance of a representative of the private school at the meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls. After a student with a disability enters a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the school district. However, the school district must ensure that the parents and a school district representative are involved in decisions about the IEP and agree to proposed changes in the IEP before those changes are implemented by the private school. Even if a private school or facility implements a student's IEP, responsibility for compliance with state board rules remains with the school district. These requirements apply only to students who are or have been placed in or referred to a private school or facility by a school district as a means of providing FAPE. If placement in a public or private residential program is necessary to provide special education to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.

19. Access to instructional materials

The school district will take all reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.

20. Physical education

Physical education services, specially designed if necessary, must be made available to every student with a disability receiving FAPE, unless the school district does not provide physical education to students without disabilities in the same grades. Each student with a disability will be afforded the opportunity to participate in the regular physical education program available to nondisabled students unless the student is enrolled full-time in a separate facility or the student needs specially designed physical education, as prescribed in the student's IEP. If specially designed physical education is prescribed in a student's IEP, the school district will provide the services directly or make arrangements for those services to be provided through other public or private programs. The school district responsible for the education of a student with a disability who is enrolled in a separate facility must ensure that the student receives appropriate physical education services in compliance with the section.

21. Treatment of charter school students

Students with disabilities who attend public charter schools and their parents retain all rights under Rules 6A-6.03011 through 6A-6.0361, F.A.C. The school district will serve students with disabilities attending those charter schools in the same manner as the district serves students with disabilities in its other schools. This includes the following:

- a. Providing supplementary and related services on site at the charter school to the same extent to which the school district has a policy or practice of providing such services on the site to its other public schools
- b. Providing funds under Part B of the IDEA to those charter schools on the same basis as the school district provides funds to the school district's other public schools:
  - i. Including proportional distribution based on relative enrollment of students with disabilities
  - ii. At the same time as the school distributes other federal funds to its other public schools

22. Program options

The school district must take steps to ensure that students with disabilities have available to them the variety of educational programs and services available to nondisabled students in the area served by the school district, including art, music, industrial arts, consumer and homemaking education, and career and technical education.

**The school district has the option to include additional information regarding the development and implementation of IEPs.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section D: Discipline

### Statutory and Regulatory Citations

34 CFR §§300.530–300.537

Sections 893.02, 893.03, 1002.20, 1002.22, 1003.01, 1003.31, 1003.57, and 1006.09, F.S.

Rules 6A-1.0955, 6A-6.03011 through 6A-6.0361 and 6A-6.03312, F.A.C.

### Definitions

1. Change of placement because of disciplinary removals

For the purpose of removing a student with a disability from the student's current educational placement as specified in the student's IEP under Rule 6A-6.03312, F.A.C., a change of placement occurs with **either** of the following:

a. The removal is for more than 10 consecutive school days.

b. The student has been subjected to a series of removals that constitutes a pattern that is a change of placement because the removals cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. A school district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement, and this determination is subject to review through due process and judicial proceedings.

2. Controlled substance

A controlled substance is any substance named or described in Schedules I–V of s. 893.03, F.S.

3. Illegal drug

An illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act, 21 U.S.C. 812(c), or under any other provision of federal law.

4. Serious bodily injury

Serious bodily injury means bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

5. Weapon

Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade that is less than two and a half inches in length.

6. Manifestation determination

A manifestation determination is a process by which the relationship between the student's disability and a specific behavior that may result in disciplinary action is examined.

7. Interim alternative educational setting (IAES)

An interim alternative educational setting is a different location where educational services are provided for a specific time period due to disciplinary reasons and that meets the requirements of Rule 6A-6.03312, F.A.C.

### Procedures

1. For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior, will be considered in the development of their IEPs. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in Rule 6A-6.03312, F.A.C., is appropriate for a student with a disability who violates the Code of Student Conduct.

**Describe the district's procedures for providing information and training regarding positive behavioral interventions and supports.**

The district provides Behavior Resource Teachers to selected sites. Training is provided to these teachers on a monthly basis. The Behavior Resource Teachers are responsible for providing that information to the teachers on their school campus. Safe Crisis Management training (seclusion and restraint) is mandatory for all behavioral health assistants. ESE teachers are also trained in these procedures, and receive training in positive behavioral interventions. This training occurs on an annual basis. The district also provides training to individual teachers through the district ESE specialists for behavior and behavior analysis. County-wide professional development regarding positive behavior interventions and supports is offered during a summer institute for teachers.

**Describe how the district addresses behavior in the development of the IEP for students with disabilities whose behavior impedes their learning or the learning of others.**

When the IEP team determines that the student has behavior that impedes his/her learning or the learning of others, such must be indicated on the IEP, and the IEP team must address that behavior in the development of the IEP. The team must address the student's behavior by reflecting, at a minimum, one of the following in the IEP: 1) that an FBA or BIP will/has been done and will/does exist for the student and is listed as a service in the IEP; 2) an IEP goal in the area of behavioral concern is included in the IEP; 3) specially designed instruction and/or related services are provided to address the behavior.

**2. Authority of school personnel**

Consistent with the school district's Code of Student Conduct and to the extent that removal would be applied to nondisabled students, school personnel:

- a. May remove a student with a disability, who violates a code of student conduct, from the student's current placement for not more than 10 consecutive school days
- b. May remove a student with a disability, for not more than 10 consecutive school days in that same school year, for separate incidents of misconduct, as long as those removals do not constitute a change in placement, as defined in Rule 6A-6.03312, F.A.C.

**Describe the district's procedures for monitoring out-of-school suspensions, to include the review of suspension and expulsion data.**

The ESE discipline specialist monitors the out of school suspensions and provides reports to district personnel, school administrators, and ESE staffing specialists on a monthly basis. The ESE discipline specialist also reviews expulsion data as it becomes available throughout the school year. The discipline specialist attends all ESE expulsion meetings.

**Describe the district's procedures for determining whether a pattern of removals constitutes a change of placement (See Definitions 1 a-b).**

The district prohibits any SWD from being removed for more than ten (10) cumulative or consecutive days within a school fiscal year. Any disciplinary removal of a student with a disability for more than 10 days in a school year is considered a change of placement. If a decision is made that a change of placement via the use of disciplinary removals over 10 at a time or 10 cumulatively in a school year will occur for a student with a disability, the student's IEP team will be convened to conduct a manifestation determination review.

**3. Manifestation determination**

A manifestation determination, consistent with the following requirements, will be made within 10 school days of any decision to change the placement of a student with a disability because of a violation of a Code of Student Conduct.

- a. In conducting the review, the school district, the parent, and relevant members of the IEP team (as determined by the parent and the school district):
  - Will review all relevant information in the student's file, including any information supplied by the parents of the student, any teacher observations of the student, and the student's current IEP

- Will determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct in question was the direct result of the school district's failure to implement the IEP
- b. If the school district, the parent, and relevant members of the IEP team determine that the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or that the conduct in question was the direct result of the school district's failure to implement the IEP, the conduct will be determined to be a manifestation of the student's disability and the school district will take immediate steps to remedy those deficiencies.
- c. If the school district, the parent, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team will either:
  - Conduct a functional behavioral assessment (FBA), unless the school district had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
  - If a BIP has already been developed, review and modify it, as necessary, to address the behavior; and
  - Except as provided in 6. of this section, return the student to the placement from which the student was removed, unless the parent and the school district agree to a change in placement as part of the modification of the BIP.
- d. For disciplinary changes of placement, if the behavior that gave rise to the violation of a Code of Student Conduct is determined not to be a manifestation of the student's disability, the relevant disciplinary procedures applicable to nondisabled students may be applied to the student in the same manner and for the same duration in which they would be applied to nondisabled students, except that services necessary to provide FAPE will be provided to the student with a disability, as described in 5. of this section.
- e. If a parent disagrees with the manifestation determination decision made by the IEP team pursuant to this rule, the parent may appeal the decision by requesting an expedited due process hearing as described in 7. of this section.

**Describe the district's procedures for scheduling manifestation determination reviews within required timelines and determining participants for these reviews.**

Upon receipt of the discipline referral packet a manifestation determination review is scheduled. In no case is the manifestation determination delayed more than five school days after the infraction. Required participants are the IEP team with appropriate composition required by law. In addition to those required IEP team members, additional participants may include targeted case managers, social workers, and school psychologists.

**Describe the district's procedures for initiating and conducting FBAs and BIPs in a timely manner.**

The IEP committee initiates or reviews the FBA/PBIP. If the student has an FBA and PBIP it is reviewed and revised as appropriate at the IEP meeting (which includes the qualified personnel.) Clay County, over time has developed FBA and PBIP models which vary in intensity based upon presenting behaviors.

**Describe the district's procedures for providing training regarding conducting FBAs and developing and implementing BIPs.**

Our district conducts a county-wide ESE training during pre-planning. During this time, teachers are provided training in conducting FBAs and developing and implementing BIPs. All campus departments are in-serviced during the school year by curriculum specialists and/or staffing specialists.

**Describe the district's procedures for providing FAPE for students when the behavior is determined not to be a manifestation of the student's disability**

The student may return to his/her district campus or may be assigned to an alternative interim educational setting. These decisions are made by the IEP committees who convene as a result of recommendation for alternative placement (IAES). Examples of IAES include Bannerman Learning Center which is a separate campus and three elementary cluster sites.

**Describe the district's procedures for requesting an expedited due process hearing when parents disagree with a manifestation determination.**

In the event that a due process hearing would need to be initiated, the Superintendent's letter to the Division of Administrative Hearings (DOAH) would specify that the request is for an expedited due process hearing. Further, the school board attorney would communicate with both the parent and DOAH that the hearing needs to be expedited as per federal and state regulations.

4. On the date a decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the school district will notify the parent of the removal decision and provide the parent with a copy of the notice of procedural safeguards.
5. Providing FAPE for students with disabilities who are suspended or expelled or placed in an IAES
  - a. A school district is not required to provide services to a student with a disability during removals totaling 10 school days or fewer in that school year if services are not provided to nondisabled students who are similarly removed.
  - b. Students with disabilities who are suspended or expelled from school or placed in an IAES will continue to receive educational services in accordance with s. 1003.01, F.S., including homework assignments, to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP and receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications designed to address the behavior violation so that it does not reoccur.
  - c. After a student with a disability has been removed from the current placement for 10 school days in the school year, if the current removal is not more than 10 consecutive school days and is not a change of placement under this rule, school personnel, in consultation with at least one of the student's special education teachers, will determine the extent to which services are needed to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
  - d. If the removal is a change of placement under Rule 6A-6.03312, F.A.C., the student's IEP team determines appropriate services under 5.b. of this section.

**Describe the district's procedures for providing FAPE for students with disabilities who are suspended or expelled or placed in an IAES.**

The district reviews and revises the IEP and FBA/PBIP to address a change in placement and there is never a cessation of service, as mandated by case law and legal requirement. Options for the IAES include a separate campus for secondary students and three elementary cluster sites.

**Describe the district's procedures for providing training and supports for staff members who provide services to students with disabilities who are suspended or expelled or placed in an IAES.**

Training may be provided by curriculum specialists, staffing specialists, mental health therapists, behavior analysts, and members of the sheriff's department. This training is provided to appropriate school staff at the IAES sites. Supports to staff include behavior health assistants, lower pupil-teacher ratio, and mental health counselors.

6. Special circumstances and interim alternative educational settings
  - a. School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
    - Carries a weapon to or possesses a weapon at school, on school premises, or to a school function under the jurisdiction of an SEA or a school district;
    - Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district; or

- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district.
- b. On the date that a decision is made to make a removal that constitutes a change of placement because of a violation of a code of student conduct, the school district will notify the parent of that decision and provide the parent with a copy of the notice of procedural safeguards.

**Describe the district's procedures for notifying parents on the date that a decision is made to make a removal that constitutes a change of placement and providing parents with a copy of the notice of procedural safeguards on this date.**

Parents are provided written prior notice to attend an IEP meeting. No decisions regarding student placement or removal are made prior to the IEP meeting. If the IEP team decides to change the placement, prior written notice is provided to the parent along with procedural safeguards. If the parent is not in attendance they receive written notice in addition to procedural safeguards. This procedure is applicable for all violations of the code of conduct including expellable offenses.

**Describe the district's procedures for tracking students' removals to an IAES to ensure that the 45 school-day limit is maintained.**

The ESE discipline specialist monitors the initiation/duration dates on the IEP and has an electronic filing system to ensure the 45 school days are not exceeded. An interim IEP meeting is held before the duration date.

**7. Appeal and expedited hearings**

- a. An expedited hearing may be requested by:
- The student's parent, if the parent disagrees with a manifestation determination or with any decision not made by an administrative law judge (ALJ) regarding a change of placement under Rule 6A-6.03312, F.A.C.
  - The school district, if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others
- b. The school district may repeat the procedures for expedited hearings if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
- c. Expedited due process hearings requested under this subsection will be conducted by an ALJ for the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education, and will be held at the request of either the parent or the school district regarding disciplinary actions. These hearings will meet the requirements prescribed in Rules 6A-6.03011 through 6A-6.0361, F.A.C., except that the hearing will occur within 20 school days of the date the request for due process is filed and an ALJ will make a determination within 10 school days after the hearing. In addition, unless the parents and the school district agree in writing to waive the resolution meeting described herein or agree to use the mediation process set forth in these rules:
- A resolution meeting will occur within seven days of receiving notice of the request for expedited due process hearing
  - The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the request for an expedited due process hearing
- d. The decision of the ALJ rendered in an expedited hearing may be appealed by bringing a civil action in a federal district or state circuit court, as provided in s. 1003.57(1)(b), F.S.

**Describe the district's procedures for setting up resolution meetings within seven days of receiving notice of a request for an expedited due process hearing.**

The district has procedures and forms for due process hearings which include the requirement for setting up a resolution meeting within seven days of a request for an expedited hearing. The ESE Director and school board attorney are responsible for scheduling the resolution meeting utilizing district developed forms and correspondence.

An ALJ hears and makes a determination regarding an appeal and request for expedited due process hearing under this subsection and, in making the determination:

- a. An ALJ may return the student with a disability to the placement from which the student was removed if the ALJ determines that the removal was a violation of Rule 6A-6.03312, F.A.C., or that the student's behavior was a manifestation of the student's disability; or
- b. Order a change of placement of the student with a disability to an appropriate IAES for not more than 45 school days if the ALJ determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

The procedures under this subsection may be repeated if a school district believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

9. Student's placement during appeals or expedited due process proceedings

When an appeal as described in 7. above has been made by either the parent or the school district, the student will remain in the IAES determined by the IEP team pending the decision of the ALJ or until the expiration of the time period specified by school personnel, including expulsion for a student where no manifestation was found, unless the parent and the Department of Education or school district agree otherwise.

10. Protections for students not determined eligible for special education and related services

A regular education student who has engaged in behavior that violated a code of student conduct may assert any of the protections afforded to a student with a disability under Rule 6A-6.03312, F.A.C. if the school district had knowledge of the student's disability before the behavior that precipitated the disciplinary action occurred.

a. Basis of knowledge

A school district is deemed to have knowledge that a student is a student with a disability if:

- The parent has expressed concern in writing to supervisory or administrative personnel of the appropriate school district, or a teacher of the student, that the student needs special education and related services; or
- The parent has requested an evaluation to determine whether the student is in need of special education and related services; or
- The teacher of the student, or other school district personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the school district's special education director or to other supervisory school district personnel.

b. Exception

A school district would not be deemed to have knowledge of a disability (see above) if:

- The parent of the student has not allowed an evaluation to determine if the student is an eligible student with a disability;
- The parent of the student has refused to provide consent for initial provision of special education and related service;
- The parent of the student revoked consent for the student to receive special education and related services; or
- The school district conducted an evaluation in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C., and determined that the student was not a student with a disability.

c. Conditions that apply if no basis of knowledge

- If the school district has no knowledge that the student is a student with a disability prior to disciplinary action, the student may be disciplined in the same manner as a nondisabled student who engages in comparable behaviors.
- If an evaluation request is made for the student during the time period of the disciplinary action, the evaluation will be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability, taking into consideration information from the



evaluation and information provided by the parents, the school district will provide special education and related services consistent with the requirements of Rule 6A-6.03312, F.A.C.

11. Nothing in Rule 6A-6.03312, F.A.C., prohibits a school district from reporting a crime committed by a student with a disability to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.
12. Student records in disciplinary procedures  
Regarding the person making the final determination for the disciplinary action, school districts will ensure that the special education and disciplinary records of students with disabilities are transmitted, consistent with the provisions of 34 CFR §300.535(b), s. 1002.22, F.S., and Rule 6A-1.0955, F.A.C.:

**Describe the district's procedures for ensuring that special education and disciplinary records of students with disabilities are transmitted to the person making the final determination regarding the disciplinary action.**

The principal, in most cases, makes the recommendation regarding the disciplinary action and transmits copies of all records including disciplinary reports to the IEP team and when appropriate, the school board. These records are provided only to appropriate legal authorities.

13. Disciplinary records of students with disabilities  
School districts will include in the records of students with disabilities a statement of any current or previous disciplinary action that has been taken against the student and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with, the student records of nondisabled students.
  - a. The statement may be a description of any behavior engaged in by the student that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the student and other individuals involved with the student.
  - b. If the student transfers from one school to another, the transmission of any of the student's records will include both the student's current IEP and any statement of current or previous disciplinary action that has been taken against the student.

## Section E: Participation in State and District Assessments

### Statutory and Regulatory Citations

34 CFR §§300.8

Chapters 458 and 459, F.S.

Sections 1003.01, 1003.428, 1003.4282, 1003.43, 1003.433, 1007.02, 1008.212, 1008.22, 1008.25 and 1011.62, F.S.

Rules 6A-1.09401, 6A-1.0943, 6A-1.09430, 6A-6.03011 through 6A-6.0361, 6A-6.03018, 6A-6.03020, 6A-6.03028, 6A-6.0331, 6A-6.03311 and 6A-6.03411, F.A.C.

### Statewide, Standardized Assessment Program

#### 1. Purpose

The student assessment program provides information about student mastery of grade-level state standards and informs parents of their child's educational progress.

#### 2. Student participation

- a. Each student with a disability has the opportunity to participate in the statewide, standardized assessment program and any districtwide assessment of student achievement with allowable accommodations, if determined appropriate by the individual educational plan (IEP) team and recorded on the student's IEP.
- b. Accommodations identified for testing situations are those identified in the test administration manual and regularly used by the student in the classroom.
- c. A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide, standardized assessments and acknowledge, in writing, the implications of such accommodations.
- d. Students who are identified solely as gifted are not eligible for statewide, standardized assessment accommodations.

#### 3. Allowable accommodations

Allowable and appropriate accommodations for statewide, standardized assessments are included in the test administration manual. Copies of current statewide, standardized assessment test administration manuals published by the FDOE's Bureau of Assessment and School Performance and Bureau of Exceptional Education and Student Services are available by contacting the FDOE at <http://www.fdoe.org/asp>.

#### 4. Waiver of assessment requirements

A student with a disability, as defined in s. 1007.02, F.S., for whom the IEP team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such a waiver shall be designated on the student's transcript.

### Extraordinary Exemption for Students with Disabilities

In accordance with s. 1008.212, F.S., a student with a disability may be eligible for an exemption from participation in the statewide assessment.

#### 1. Definitions:

- a. "Statewide, standardized assessments" – Pursuant to s. 1008.22(3), F.S., the Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the Next Generation Sunshine State Standards. The Commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in the Next Generation Sunshine State Standards. Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under s. 1003.4282, F.S., and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school

district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation.

- b. "Circumstance" means a situation in which accommodations allowable for use on the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program, which lead to results that reflect the student's impaired sensory, manual, or speaking skills, rather than the student's achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.
- c. "Condition" means an impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.
- d. "Medical complexity" – Pursuant to s. 1008.22(11), F.S., a child with a medical complexity means a child who, based upon medical documentation from a physician licensed under Chapter 458 or 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem 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 take or perform on an assessment.
- e. "Parent" – Pursuant to Rule 6A-6.03411(1)(bb), F.A.C., parent means:
  - i. A biological or adoptive parent of a student;
  - ii. A foster parent;
  - iii. A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student (but not the state if the student is a ward of the State);
  - iv. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare; or
  - v. A surrogate parent who has been appointed in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C.

2. A student with a disability for whom the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

3. The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:

- a. A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills.
- b. Written documentation of the most recent evaluation data.
- c. Written documentation, if available, of the most recent administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.
- d. A written description of the condition's effect on the student's participation in the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.

- e. Written evidence that the student has had the opportunity to learn the skills being tested.
  - f. Written evidence that the student has been provided appropriate instructional accommodations.
  - g. Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP that are allowable in the administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments.
  - h. Written evidence of the circumstance or condition as defined in Rule 6A-1.0943(1), F.A.C.
  - i. The name, address, and phone number of the student's parent.
4. Based upon the documentation provided by the IEP team, the school district superintendent shall recommend to the commissioner whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the school district's procedural safeguards as required in Rule 6A-6.03311, F.A.C., shall be provided to the parent. If the parent disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the commissioner denies the exemption, the notification must state the reasons for the denial.
5. The parent of a student with a disability who disagrees with the commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the FDOE shall inform the parent of any no-cost or low-cost legal services and other relevant services available in the area. The FDOE shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within 20 school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within 10 school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the Department has the burden of proof.

### **Exemption for a Child With Medical Complexity**

In accordance with s. 1008.22, F.S., a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Standards Alternate Assessment (FSAA)—Performance Task and the FSAA—Datafolio, pursuant to the following provisions.

- 1. Child with a medical complexity
  - a. *Definition of child with medical complexity.* A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under Chapter 458 or 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem 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 take or perform on an assessment.
  - b. *Exemption options.* In accordance with Rule 6A-1.0943, F.A.C., if the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.
    - i. One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including those in the FSAA program. For all students approved by the district superintendent for a one-year exemption, the following information must be reported to the commissioner beginning June 1, 2015, and each June 1 thereafter:
      - a. The total number of students for whom a one-year exemption has been granted by the superintendent; and
      - b. For each student receiving an exemption, the student's name, grade level, and the specific statewide, standardized assessments from which the student was exempted.

- ii. One-, two-, or three-year or permanent exemption approved by the commissioner as described in s. 1008.22(11), F.S. In order for the commissioner to consider such an exemption, the following information must be submitted by the district superintendent to the commissioner no later than 30 calendar days before the first day of the administration window of the statewide, standardized assessment for which the request is made:
  - a. The student's name, grade level, and the statewide, standardized assessment for which the exemption request is made;
  - b. The name, address, and phone number of the student's parent;
  - c. Documentation of parental consent for the exemption;
  - d. Documentation of the superintendent's approval of the exemption;
  - e. Documentation that the IEP team considered and determined that the student meets the definition of a child with medical complexity as defined in s.1008.22(11), F.S.; and
  - f. Medical documentation of the student's condition as determined by a physician licensed in accordance with Chapter 458 or 459, F.S.
- iii. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 20 calendar days after the receipt of the request whether the exemption has been granted or denied.

### **Alternate Assessment Based on Alternate Academic Achievement Standards (AA-AAAS)**

1. Students with the most significant cognitive disabilities, for whom the statewide, standardized assessment— even with allowable accommodations—is not appropriate, may be eligible to participate in the statewide assessment program through the AA-AAAS.
2. Eligibility requirements

The decision that a student with a most significant cognitive disability will participate in the statewide alternate assessment program as defined in s. 1008.22(3)(c), F.S., is made by the IEP team and recorded on the IEP. The provisions with regard to parental consent for participation in the FSAA program, in accordance with Rule 6A-6.0331(10), F.A.C., must be followed. The following criteria must be met:

  - a. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, the student requires modifications as defined in Rule 6A-1.09401, F.A.C.; and
  - b. The student requires direct instruction in academic areas of English language arts, math, social studies, and science based on access points pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.
3. Eligibility areas excluded

Per Rule 6A-6.03018, F.A.C., and 34 CFR §300.8(c)(10)(ii), students with a primary exceptionality of a specific learning disability (SLD) cannot include students with learning problems that are primarily the result of an intellectual disability. 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.
4. District and IEP team requirements

If it is determined by the IEP team using the "Checklist for Course and Assessment Participation" that the student will participate in the statewide assessment through the AA-AAAS, the IEP will contain a statement of why the general assessment is not appropriate and why the AA-AAAS is appropriate. It also will indicate that notification was made to the parent and that the implications of the student's nonparticipation in the statewide, standardized assessment program were provided. The "Checklist for Course and Assessment Participation" may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf>.
5. Administration of the AA-AAAS

The assessment will be administered individually by the student's exceptional student education teacher. If this is not possible, the test administrator will be a certified teacher or other licensed professional who has worked extensively with the student. All individuals who administer the AA-AAAS must be trained in administration procedures and receive annual update training.

### Additional Information Required:

An alternate assessment is required for any districtwide assessment of student achievement that is not administered to students on alternate achievement standards.

The district administers district-wide assessment(s) of student achievement.

- Yes  
 No

**If yes, include the name of each districtwide assessment and whether the assessment is administered to students on alternate achievement standards. If the districtwide assessment is not administered to students on alternate achievement standards, identify the corresponding alternate assessment. (If your district uses a portfolio as a corresponding district alternate assessment, the data collected should be based on grade-level alternate achievement standards. For portfolios, indicate what information is being collected, how the information is being recorded, what type of scoring rubric is being used, and how the district ensures that all teachers are collecting the same information and scoring the data the same way.)**

Districtwide Assessments: i-Ready Mathematics, grades K-8 i-Ready Reading, grades K-3 Achieve 3000 Reading, grades 4-12 Performance Matters Reading, grades 3-10 Performance Matters Science, grades K-8 plus Biology Performance Matters Math Assessment, grades K-8, Algebra I, Geometry Clay Writes, Grade 4-8 Corresponding Alternate Assessments\* Brigance Inventory of Early Development III (Birth - 8) Brigance Inventory of Early Development III Standardized (Birth - 8) Brigance Comprehensive Inventory of Basic Skills II (PreK-9) Brigance Comprehensive Inventory of Basic Skills Standardized II (Pre-K – 9) Brigance Transition Skills Inventory (Middle & High School) Assessment of Basic Language and Learning Skills Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) \*Corresponding alternative assessments are selected based on student achievement/functioning levels.

### Parental Consent Documentation

In accordance with Rule 6A-6.0331(10), F.A.C., the district may not proceed with a student's instruction in access points and the administration of an alternate assessment without written and informed parental consent unless the district documents reasonable efforts to obtain parental consent and the student's parent has failed to respond or the district obtains approval through a due process hearing.

**The district certifies that it either obtains prior parental consent or due process approval for every student participating in the FSAA program. If prior parental consent is not obtained, the district certifies that it has documentation of reasonable efforts to obtain that approval and consent, or a final order from the Division of Administrative Hearings.**

- Yes  
 No

### Percentage of Students on Alternate Assessment

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (which can be found at <https://www.ed.gov/essa>), limits the percentage of students that a state may assess with an AA-AAAS to no more than 1 percent of all assessed students in the grades assessed in a state for each subject.

While there is a limit on the percentage of students statewide who may participate in the AA-AAAS, there is no such limit among school districts; however, 34 CFR §200.6(c)(3)(ii) and (iv) require that a school district submit information justifying the need to assess more than 1 percent of its students in any subject with an AA-AAAS. The State must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student.

It is understood that districts have unique circumstances that may contribute to a higher number of students who are in access courses and participating in the FSAA program. The purpose of this justification is to ensure that districts are cognizant of their current processes and procedures to ensure that an IEP team decision to place a student in access courses is in alignment with state requirements and is the most appropriate academic decision for the student.

**What is your district's 2018–19 participation percentage in FSAA in the following areas?**

**Reading**

| 1.7

**Mathematics**

| 1.8

**Science**

| 1.8

**Is the district over 1% in any area?**

- Yes
- No

The criteria for the following statement is outlined in s. 1008.22(3)(c), F.S., and the Assessment Planning Resource Guide for IEP Teams, which can be found at [https://fsaa-training.onlinehelp.cognia.org/wp-content/uploads/sites/8/docs/FlaAlt\\_ResourceGuideIEP.pdf](https://fsaa-training.onlinehelp.cognia.org/wp-content/uploads/sites/8/docs/FlaAlt_ResourceGuideIEP.pdf), for use in determining student eligibility for participation in the FSAA program.

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**If the district is over the 1% in any area, please provide a description of how the district is ensuring that IEP teams are adhering to the criteria (see above.)**

The Clay County Exceptional Student Education (ESE) Department provides professional development and ongoing guidance to IEP teams outlining the specific procedures for determining the type of standards students with disabilities will receive instruction in and how they will participate in the statewide assessment system. First and foremost, the ESE department believes that all students should be academically challenged and taught to high standards, and the general education curriculum is to be the first consideration for providing educational services to a student with a disability. IEP teams are guided to carefully consider and remain cognizant that qualifying a student for standards based instruction via Florida Standards Access Points can significantly impact the extent of a student's access to postsecondary opportunities. Most importantly, all IEP team decisions regarding which standards and methods of assessment are most meaningful and appropriate for each individual student should be based on the holistic view of the student and not on any one factor (i.e. type of exceptionality or level of academic performance). To determine if a student will receive instruction in Access Points, teams review and discuss a variety of sources of information. A history of poor performance on state assessments or deficient reading scores in and of itself does not necessarily qualify a student as having a significant cognitive disability. Reliance on intelligence quotient (IQ) scores alone is not sufficient. Therefore, IEP teams review all available student information for evidence of a significant cognitive disability. Such information includes the following: • psychological assessments • achievement test data • previous statewide assessment and district-wide test scores • aptitude tests • observations • attendance records • medical records • mental health assessments • adaptive behavior assessments • language assessments • curricular content • school history • student response to instructional intervention IEP teams utilize an Access Point Course Decision Tree Flowchart to guide the decision making process. The flowchart is a visual outline of the process for determining instruction and assessment decisions for students with disabilities. IEP teams are encouraged to use this process in conjunction with their collaborative knowledge and established IEP practices to determine the most appropriate means of assessment. In addition to the flowchart, IEP teams work through a systematic process contained in all Clay County IEPs. The IEP team is charged with answering the following questions as a guide in the decision-making process to determine how a student with disabilities will be instructed and participate in the statewide, standardized assessment program. 1. Does the student have a significant cognitive disability? 2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.? 3. Does the student require direct instruction in academic areas of English language arts (ELA), mathematics, social studies, and science based on Access Points in order to acquire, generalize, and transfer skills across settings? If the IEP team determines that all three of the questions accurately characterize a student's current educational situation, then the team could decide to enroll the student in access courses and utilize the Florida Standards Alternate Assessment to provide meaningful evaluation of the student's current academic achievement. In addition, the IEP team will determine how the student participates in the FSAA (Performance Task or Datafolio Participation). During IEP team meetings when the FSAA is being considered, the parents are provided with information to help them understand the state's assessment options so they can meaningfully participate in the IEP decision-making process. In accordance with Rule 6A-6.0331(10)(b), F.A.C. If the decision of the IEP team is that the student will participate in access courses and be assessed through the FSAA, the parents and/or guardians of the student must give signed consent to have their child instructed in Access Points and their child's achievement measured based on alternate academic achievement standards. This decision is documented on the Parental Consent Form—Instruction in the State Standards Access Points Curriculum and Statewide, Standardized Alternate Assessment. In addition to the processes above, the ESE department developed and implemented an ongoing monitoring process to help ensure IEP teams are adhering to the criteria for participation in FSAA, and to help ensure the data related to FSAA is accurately reported in the district-wide student information system. Whenever an IEP team determines a student will participate in access courses and will be assessed through the FSAA, an ESE specialist assigned to the school adds the student's name to a monitoring spreadsheet and reviews the student's IEP for accuracy. The ESE specialist verifies the student's exceptionality ensuring that students with a single exceptionality of, or a combination of, SLD, E/BD, or Speech/Language Impairment are not determined eligible for instruction in Access Points and assessment via FSAA. Also, the ESE specialist reviews the IEP team's decision-making process to determine how a student will be instructed and participate in the statewide, standardized assessment program to ensure the student meets the specific criteria. The district crafted the spreadsheet to include the FSAA items monitored by the FLDOE. For example, the count of students taking the FSAA but not enrolled in access courses, the student's primary exceptionality, the count of students who have no ESE status, and the count of students with no reported indication the student has a cognitive disability. Furthermore, the ESE specialist ensures parent/guardian consent for instruction in the state standards access points curriculum and statewide, standardized alternate assessment is obtained. Once the data is confirmed, the ESE specialist ensures the student's ESE program data is entered correctly into the district's student information system. As errors are revealed (i.e., students don't meet the FSAA criteria or have student data entry errors), corrections occur immediately. IEP meetings are conducted as applicable.



**Provide a justification, with supporting evidence, that identifies specific programs or circumstances within the district that may contribute to higher enrollment of students in access courses and an exceeding of the 1% (e.g., center schools serving surrounding districts).**

The first step in identifying circumstances within the district that may contribute to a higher enrollment in FSAA was to ensure the district's data is correct. At the start of the 19-20 school year, the district placed a heightened emphasis on data monitoring and implementing best practices (described previously) for determining which students will be assessed using the FSAA. Due to the pandemic school closures and assessment waivers for the 19-20 school year, the effect of this process will not provide 19-20 comparison data for the previous year until after the FSAA 20-21 test administration. The school district identified specific programs that may contribute to a higher enrollment of SWDs assessed through the FSAA. The United States Navy has designated the Jacksonville Navy base as one of the homestead sites that provides unique assistance to families who have children with significant special needs. Active duty members can request to be assigned to the Jacksonville base in order to obtain special needs educational services for their children. Due to an excellent educational reputation, many of these families choose to reside in Clay County and enroll their children with significant special needs in Clay County District Schools. Another factor contributing to a higher number of students assessed through the FSAA is Clay County is the site for nine group home companies that provide residential care for students with significant cognitive disabilities and significant behavioral challenges. As the district engages in and strengthens the processes previously discussed, it's important to note that the greatest reduction of student participation in the FSAA can be realized through a collaborative, intentional, district wide effort to expand inclusion opportunities for students with significant cognitive disabilities. Beginning in the 18-19 school year the district began making a concerted effort to exercise and provide guidance to schools for best practices in inclusive education by increasing inclusion opportunities for students with significant cognitive disabilities. Schools are working to support these students in the general education setting with the goal of enabling the students to access and participate meaningfully in the general education curriculum and assessments to the greatest extent possible. ESE students receive a combination of differentiated instruction and curriculum/assessment accommodations from a general education teacher, in combination with ESE specially designed instruction and services delivered by an ESE teacher and related services personnel if applicable. As this district wide initiative expands and students grow and flourish over time, the district hopes to reduce the number of students participating in the access points curriculum and alternate assessment.

**In the text box below, please provide a narrative response describing the district's self-assessment of disproportionality in each content area for each subgroup testing using the FSAA within the district. Please describe the method used to assess the district's proportionality for FSAA testing and the district's plan to address any area of identified disproportionality.**

During the 18-19 school year Clay County school District's count of all students tested were as follows: 21,647 in mathematics, 23,241 in ELA, and 8,949 students in Science. Out of these total students tested, the count of students whose only subject was an FSAA was 390 in math, 395 in ELA, and 160 in Science. This resulted in the district's 2018-19 FSAA participation percentages in FSAA: Mathematics 1.8 Reading 1.7 Science 1.8 The review of the district's FSAA revealed a count of students whose only subject test was an FSAA but were not enrolled in an access course associated with the FSAA they took. In math, there were 10 students (2.6% of total 390 students), ELA 10 students (2.5% of total 395 students), and in science 4 students (2.5% of total 160 students). Once these students were identified, the school examined the student's schedule and found students were enrolled in general education classes while receiving instruction in access points. The schedules were corrected to reflect access courses in the inclusion setting. For select students the IEP team convened to change the student back to the general state assessment. When reviewing the subgroup data for primary exceptionalities, the majority of the students assessed by FSAA were students with the primary exceptionality of InD and ASD. The data shows 216 out of 390 students in math, 219 out of 395 in ELA, and 88 out of 160 all had the primary exceptionality of InD. 142 out of 390 students in math, 143 out of 395 students in ELA, and 55 out of 160 students all had the primary exceptionality of ASD. The combined totals for both InD and ASD are: Math - 358 out of 390 students ELA - 362 out of 395 students Science - 143 out of 160 students Other primary exceptionalities subgroups revealed one student with a traumatic brain injury, 1 student with a visual impairment, and one student who was deaf/hard of hearing. Upon review of IEPs, all of these students had secondary exceptionalities and were determined to have a significant cognitive disability. One student with the primary exceptionality of specific learning disability was assessed using the FSAA. The IEP team convened and changed the student's assessment method back to the general state assessment. One student was identified with a language impairment as the primary exceptionality. The student was also InD, but the primary exceptionality was incorrectly reported. There were 4 students with the primary exceptionality of emotional behavioral disabilities, 1 student who had no ESE status, and 8 students with no reported indication that the student has a cognitive disability. The school-based monitoring teams reviewed all of these IEPs verifying the accuracy of the decision-making progress as described in the previous section. IEP teams made changes as applicable. There were no students with the primary exceptionality of Speech Impaired or Gifted assessed using the FSAA. Of the 49 public and charter schools in Clay County, there were 23 schools where no students were assessed using the FSAA. ESE programs for students with significant cognitive disabilities are clustered at the other 26 schools, so this would account for the varied count of students tested. In summary, the district's plan to continue to address areas of identified disproportionality and reduce the district's FSAA participation percentage to less than 1% include several strategies: Guide IEP teams to engage in the decision making process for FSAA based on qualitative data following prescribed procedures. Educate parents to help them understand the state's assessment options so they can meaningfully participate in the IEP decision-making process Continue to implement district wide monitoring processes making improvements as needed based on data. Increase the number of students on access points/alternate assessment in the general education setting to the greatest extent possible. Support strategies that encourage or allow students to participate meaningfully in the general education curriculum and general assessment. Provide professional development to teachers with an emphasis on learning how to differentiate instruction, provide instructional or assessment accommodations or deliver specially designed instruction in the general education setting depending on the roles/needs of teachers.

## Section F: Eligibility Criteria for Prekindergarten Children with Disabilities

### Statutory and Regulatory Citations

34 CFR §§300.25 and 300.101

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rule 6A-6.03026, F.A.C.

### Definition

A prekindergarten child with a disability is a child who meets the following criteria.

### Eligibility Criteria

In accordance with s. 1003.21, F.S., a child is eligible for prekindergarten programs for children with disabilities based upon meeting the eligibility criteria for one or more specific exceptionalities listed below and upon meeting the age requirements shown.

1. The child is below three years of age and meets the criteria for eligibility for any of the following educational programs:
  - a. Deaf or hard of hearing
  - b. Visually impaired
  - c. Orthopedically impaired, other health impairment, or traumatic brain injury
  - d. Intellectual disabilities
  - e. Established conditions
  - f. Developmentally delayed
  - g. Dual-sensory impaired
  - h. Autism Spectrum Disorder
2. The child is age three through five years and meets the criteria for eligibility as a child with one or more of the following disabilities:
  - a. Intellectual disabilities
  - b. Speech and language impaired
  - c. Deaf or hard of hearing
  - d. Visually impaired
  - e. Orthopedically impaired, other health impairment, or traumatic brain injury
  - f. Emotional or behavioral disabilities
  - g. Specific learning disabilities
  - h. Homebound or hospitalized
  - i. Dual-sensory impaired
  - j. Autism Spectrum Disorder
  - k. Developmentally delayed

### Child Evaluation

1. Evaluations are conducted in accordance with the requirements of rules for the eligibility areas listed in Sections 1. and 2. of the Eligibility Criteria.

2. Existing screening and evaluation information available from agencies that previously served the child and family shall be used, as appropriate, to meet evaluation criteria for the rules for the eligibility areas listed in Sections 1. and 2. of the Eligibility Criteria.

## **Instructional Program**

In regards to a child who is eligible for admission to public kindergarten in accordance with Section 1003.21, F.S., an eligible prekindergarten child with a disability may receive instruction for one additional school year in a prekindergarten classroom in accordance with the child's Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP).

The parent or guardian must be informed in writing of the implications of an additional year in the prekindergarten classroom (i.e., the additional year is not considered a "retention," thus impacting the future consideration of a "good cause exemption"). If a parent disagrees with the IEP team recommendation for an additional year of instruction in a prekindergarten classroom, the team's recommendation may not be used to deny a child admission to kindergarten.

## **Transition from Early Steps Part C Services to Part B Services**

**The district's processes and procedures regarding the transition of eligible children from Early Steps to the Part B Program for Prekindergarten Children with Disabilities, including district procedures that ensure the district's participation in the transition conference and development of the IEP by the third birthday, are described in the text box below.**

The district ESE Program Specialist for Prekindergarten Children with Disabilities attends all transition conferences scheduled monthly by the Service Coordinator for Early Steps. Children receiving services from Early Steps will be scheduled for a transition conference at least 90 days prior to his or her third birthday. The transition conference meeting includes Early Steps personnel, the district's ESE Prekindergarten program specialist, and the family. Early Steps will provide a referral packet the district ESE PreK specialist at least 10 days prior to the transition conference for that child. The district ESE PreK program specialist reviews the referral prior to the transition conference. At the transition conference, the family, the Early Steps Services Coordinator, the ESE PreK program specialist reviews the referral packet and provides the family with written information to assist them in understanding the transition process and services available in the district. If the family wishes to be referred to the school district, the family provides consent for Early Steps to share BDI evaluation results with the school district. Also, the family is given the school district's Social/Developmental History packet to complete and return. After the transition conference meeting, the school district will collect referral components and obtain consent for evaluation. The parents will receive a copy of the district's procedural safeguards at the time consent is provided. Once the referral is complete, an appointment is scheduled for the student to be evaluated by the district's PreK Assessment Team. A reminder is sent to the family prior to the PreK Assessment Team appointment. The PreK Assessment Team completes necessary evaluations and holds an eligibility determination meeting during the family's PreK Assessment Team appointment. If the child is determined eligible, an IEP is completed by the PreK Team on the day of evaluation. If the IEP cannot be completed, multiple attempts are made to reschedule the IEP team meeting to ensure the IEP is written before the child's third birthday. Transition conferences and PreK Assessment Team meetings are scheduled year-round to ensure that eligible children will have an IEP in place by their third birthday.

## **Unique Philosophical, Curricular, or Instructional Considerations**

### **1. Philosophy**

- a. The prekindergarten program for children with disabilities supports young children by recognizing and respecting their unique abilities, strengths, and needs.
- b. Services for young children with disabilities and their families include a range of educational, developmental, and therapeutic activities that are provided in least restrictive or natural learning environments where children experience learning opportunities that promote and enhance behavioral and developmental competencies.
- c. For a child with disabilities age three through five years, special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the child. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction.
- d. Programs and services for prekindergarten children with disabilities are based on practices that are developmentally appropriate for all young children. They acknowledge the importance of collaboration and partnerships with families and view the child in the context of the family and community. Understanding and knowledge of early childhood development serves as a foundation for these practices.

## 2. Curriculum

- a. Curriculum content, materials, and activities are consistent with the district's program philosophy.
- For prekindergarten children with disabilities, during the year prior to kindergarten entry, the Florida Early Learning and Developmental Standards – 4 Years Old to Kindergarten are used to guide the selection of curriculum (curricula) in concert with a knowledge and understanding of the impact of the disability on the growth and development of the child.
  - The Florida Early Learning and Developmental Standards: Birth to Kindergarten help to create a shared framework and common language between early childhood education and early childhood special education by emphasizing the sequence of development across multiple developmental domains and the importance of the classroom environment to include how curricula, materials, and equipment are selected.
  - For children birth to the age of eligibility for the VPK program, Florida Early Learning and Developmental Standards: Birth to Kindergarten may be used to guide the selection of curriculum, materials, and equipment.
- b. Modifications, adaptations, and accommodations of curricula, materials, and activities selected may be needed to meet the unique needs of the child. Ongoing progress monitoring is conducted to ensure that the instruction or interventions provided are effective in attaining the desired outcomes.

## 3. Instructional support

- a. Young children receive instructional support through specially designed instruction and related services as determined by the IEP process or early intervention services as determined through the IFSP process. These services are based on peer-reviewed, research-based practices to the extent practicable.
- b. Teachers and related services personnel are trained in how to design and implement individualized programs to address the learning needs of children with disabilities.
- c. Teachers and related services personnel are provided with administrative support to ensure reasonable class size and workload, adequate funds for materials, and professional development. Teachers provide instruction in the domains of development, including cognitive development, motor development, language and communication, social emotional development, and adaptive behavior. Instruction and related services may be offered in a continuum of placements and settings that may include regular, resource, or special class settings in public, community-based, or home-based settings.
- d. School districts may provide related services to children and professional development for teachers and related services personnel in coordination with community agencies, including other early childhood partners such as Early Learning Coalitions and Head Start. Additionally, support for professional development and related services may, as appropriate, be provided in collaboration with discretionary projects funded by the Bureau of Exceptional Education and Student Services, the Florida School for the Deaf and the Blind, and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Department of Children and Families, and the Department of Health, Children's Medical Services.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with disabilities.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section G: Individualized Family Support Plan for Students with Disabilities Ages Birth through Five Years

### Students with Disabilities Ages Birth through Two Years

#### Statutory and Regulatory Citations

34 CFR §303.340

Sections 1003.03, 1003.21, and 1003.57, F.S.

Rules 6A-6.0331 and 6A-6.03029, F.A.C.

#### Definition

An IFSP is a written plan identifying the specific concerns and priorities of families who have children with disabilities, ages birth through two years, related to enhancing a child's development and the resources to provide early intervention services. To meet the identified outcomes for an individual child and family, a planning process involving the family, professionals, and others is used to prepare the document. An IFSP must be used for children ages birth through two years.

#### Procedures

##### 1. Content of an IFSP

The IFSP is in writing and includes:

- a. A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive skills development based on the information from the child's evaluation and assessment.
- b. With concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the family's child as identified through the assessment of the family.
- c. A statement of the measurable results or measurable outcomes expected to be achieved by the child and the family, including pre-literacy and language skills, as developmentally appropriate for the child, and the goals, criteria, procedures, and timelines used to determine the degree to which progress toward achieving the measurable results or outcomes is being made and whether modifications or revisions of the expected results or outcomes or services are necessary;
- d. A statement of the specific early intervention services based on peer-reviewed research, to the extent practicable, or, necessary to meet the unique needs of the child and the family, to achieve the results or outcomes identified on the IFSP;
- e. A statement of the natural environments in which early intervention services, and a justification of the extent, if any, to which the services will not be provided in a natural environment;
- f. A statement of the strategies needed in order to meet the child's and family's outcomes
- g. The projected dates for initiation of services.
- h. The IFSP must:
  - Identify any medical and additional supports that the child or family needs or is receiving through other sources but that are neither required nor funded under IDEA, Part C and
  - Include a description of the steps the service coordinator or family may take to assist the child and family in securing additional supports not currently being provided
- i. The name of the service coordinator from the profession most immediately relevant to the child's or family's needs or the individual who is otherwise qualified to be responsible for the implementation of the services identified on the plan including transition services and coordination with other agencies and persons;
- j. Family demographic and contact information;

k. A statement of eligibility, including recommendations for children not found eligible;

l. A description of everyday routines, activities, and places in which the child lives, learns, and plays and individuals with whom the child interacts

m. Identification of the most appropriate IFSP team member to serve as the primary service provider; and

n. Documentation of the names of the individuals who participated in the development of the IFSP, the method of participation, and the individual responsible for implementing the IFSP.

## 2. Content of IFSPs for children ages birth through two years

IFSPs developed for children with disabilities ages birth through two years must also include:

a. The frequency, intensity, and method of delivery of the early intervention services;

b. The location and length of the early intervention services;

c. Funding source or payment arrangements, if any;

d. Anticipated duration of the services;

e. Other services to the extent appropriate; and

f. The steps to be taken to support the transition of the child, upon reaching age three, to preschool services for children with disabilities ages three through five years, to the extent that those services are considered appropriate or other services that may be available, if appropriate; the steps required for transition include:

- Discussions with and training of, parent(s) regarding future placements and other matters related to the child's transition;
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting; and
- Notification information to the school district for the purpose of child find;
- With parental consent, the transmission of information about the child to the school district to ensure continuity of services, including a copy of the most recent evaluation and assessments of the child and family and a copy of the most recent IFSP that has been developed and implemented; and
- Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child.

## 3. Timelines and requirements for IFSPs

a. Timelines for IFSPs developed for children ages birth through two years include:

- A meeting to develop the initial IFSP for a child who has been evaluated for the first time and determined eligible must be conducted within 45 days from referral;
- A review of the IFSP for a child and the child's family must be conducted every six months from the date of the initial or annual evaluation of the IFSP or more frequently if conditions warrant, or if the family requests such a review; the review may be carried out at a meeting or by another means that is acceptable to the parent(s) and other participants.

b. The purpose of the periodic review is to determine:

- The degree to which progress toward achieving the results or the outcomes identified on the IFSP is being made; and
- Whether modifications or revision of the results or outcomes or services are necessary; and
- Whether additional needs have been identified based on ongoing assessment or observation.

- c. A face-to-face meeting is conducted on at least an annual basis re-determine eligibility and review the IFSP and, to revise, change, or modify its provisions. The results of any current evaluations, and other information available from the ongoing assessments of the child and family, are used to determine continuing eligibility and what early intervention services are needed and will be provided.
- d. IFSP meetings are held in accordance with the following:
- Conducted in settings and at times that are convenient to families; and
  - Conducted in the native language of the family or other mode of communication used by the family, unless it is clearly not feasible to do so.
- e. Meeting arrangements are made with and written notice provided to the family and other participants early enough before the meeting date to ensure that they will be able to attend.
- f. The contents of the IFSP are fully explained to the parent(s) and informed written consent from the parent(s) is obtained prior to the provisions of early intervention services described in the plan. If the parent(s) do not provide consent with respect to a particular early intervention service, that service may not be provided. Each early intervention service must be provided as soon as possible after the parent provides consent for that service.
4. Participants in IFSP meetings (ages birth through two years)
- Participants in the development of IFSPs (both initial and annual) for children with disabilities ages birth through two years must include:
- a. The parent or parent(s) of the child;
  - b. Other family members as requested by the parent(s), if feasible to do so;
  - c. An advocate or person outside of the family, if the parent(s) request that the person participate;
  - d. The service coordinator who has been working with the family since the initial referral of the child for evaluation, or the person designated responsible for implementation of the IFSP;
  - e. For initial IFSP meetings, individuals who are directly involved in conducting the evaluation and assessment;
  - f. The individual who will be providing early intervention services to the child or family, as appropriate.
5. If any of these participants is unable to attend a meeting, arrangements must be made for the individual's involvement through other means, including:
- a. Participating in a telephone or video conference call;
  - b. Having a knowledgeable authorized representative attend the meeting; or
  - c. Making pertinent records available at the meeting.
6. Each periodic review provides for the participation of the individuals listed above. If conditions warrant, provisions must be made for the participation of other representatives.
7. Provision of services before evaluation and assessments are completed
- Early intervention services for a child with disabilities ages birth through two years and the child's family may commence before the completion of the evaluation and assessments if the following conditions are met:
- a. Parental consent is obtained;
  - b. An interim IFSP is developed that includes the name of the service coordinator who will be responsible for the implementation of the interim IFSP and coordination with other agencies and individuals and the services that have been determined to be needed immediately by the child and the family; and
  - c. Signatures of those who developed the IFSP; and



d. The evaluation and assessments are completed and an initial IFSP developed within 45 days from the referral date.

8. For children ages birth through two years, the school district is only financially responsible for the early intervention services specified and agreed to through the IFSP process.

## **Students with Disabilities Ages Three through Five**

### **Statutory and Regulatory Citations**

34 CFR §§303.323 and 300.340

Sections 1003.21, 1003.03, and 1003.57, F.S.

Rules 6A-6.03028, 6A-6.03029 and 6A-6.0331, F.A.C.

### **Definition**

An IFSP is a written plan identifying the specific concerns and priorities of a family related to enhancing their child's development and the resources to provide early intervention services to children with disabilities ages birth through two years or special education and related services to children with disabilities ages three through five years. School districts may utilize, at the option of the school district and with written parental consent, an IFSP, consistent with Rule 6A-6.03029, F.A.C., in lieu of an individual educational plan (IEP). Parents must be provided with a detailed explanation of the difference between an IFSP and an IEP. To meet the identified outcomes for an individual child and family, a planning process involving the family, professionals, and others shall be used to prepare the document.

### **Procedures**

#### **1. Content of an IFSP**

The IFSP is in writing and includes:

- a. A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive skills development based on the information from the child's evaluation and assessment.
- b. With concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the child as identified through the assessment of the family;
- c. A statement of the measurable results or measurable outcomes expected to be achieved by the child and the family, including an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills, as developmentally appropriate for the child, and the goals, criteria, procedures, and timelines used to determine the degree to which progress toward achieving the measurable results or outcomes is being made and whether modifications or revisions of the expected results or outcomes or services are necessary;
- d. A statement of the specific early intervention services based on peer-reviewed research, to the extent practicable, or, necessary to meet the unique needs of the child and the family, to achieve the results or outcomes identified on the IFSP;
- e. The projected dates for initiation of services;
- f. The name of the service coordinator from the profession most immediately relevant to the child's or family's needs or the individual who is otherwise qualified to be responsible for the implementation of the plan and coordination with other agencies and persons. In meeting this requirement, the school district may assign the same service coordinator who was appointed at the time that the child was initially referred for evaluation to be responsible for implementing a child's and family's IFSP or may appoint a new service coordinator;
- g. Family demographic and contact information;
- h. A statement of eligibility, including recommendations for children not found eligible;
- i. A description of everyday routines, activities, and places in which the child lives, learns, and plays and individuals with whom the child interacts;
- j. Identification of the most appropriate IFSP team member to serve as the primary service provider; and

k. Documentation of the names of the individuals who participated in the development of the IFSP, the method of participation and the individual responsible for implementing the IFSP.

l. The frequency, intensity, and method of delivery of the early intervention services;

m. The location and length of the services;

n. The payment arrangements, if any;

o. Anticipated duration of the services;

p. Other services to the extent appropriate; and

- The steps to be taken to support the transition of the child when exiting the Early Steps program to preschool services for children with disabilities ages three through five years, or other services that may be available. The steps required for transition shall include:
  - Discussions with, and training of, parent(s) regarding future placements and other matters related to the child's transition;
  - Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting;
  - With parental consent, the sharing of information about the child to the school district to ensure continuity of services, including evaluation and assessment information and copies of IFSPs that have been developed and implemented; and
  - Identification of transition services and other activities that the IFSP team determines are necessary to support the child.

2. Requirements for IFSPs for children ages three through five are in accordance with the requirements in 6A-6.03028, F.A.C.

- o By the third birthday of a child who has been participating in the early intervention program for infants and toddlers with disabilities, an IEP consistent with Rule 6A-6.03028(3)(e), F.A.C., or an IFSP consistent with Rule 6A-6.03029, F.A.C., must be developed and implemented.
- o For the purpose of implementing the requirements of Rule 6A-6.03029, F.A.C., each school district will participate in transition planning conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.
- o If the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

3. Participants in IFSP meetings for children with disabilities (ages three through five years) include:

- a. The parent(s);
- b. Not less than one regular education teacher,
- c. Not less than one special education teacher or, where appropriate, not less than one special education provider of the student.
- d. A representative of the local district who is qualified to provide or supervise the provision of specially designed instruction for children with disabilities and is knowledgeable about the general curriculum and the availability of resources of the local district;
- e. An individual who can interpret the instructional implications of the evaluation results. This individual may be a member of the committee as described in b) through d) above;
- f. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by

the party who invited the individual to participate in the IFSP meeting); and

g. Whenever appropriate, the child.

4. IEPs and meetings for students with disabilities placed in private schools or community facilities by the school district.

a. If a student with a disability is placed in a private school by the school district, in consultation with the student's parents, the school district shall:

- Ensure that the student has all of the rights of a student with a disability who is served by a school district.
- Initiate and conduct a meeting to develop an IEP or an IFSP in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C., before the school district places the student; and,
- Ensure the attendance of a representative of the private school at the meeting. If the representative cannot attend, the school district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.

b. After a student with a disability enters a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the school district, but the school district must ensure that the parents and a school district representative are involved in decisions about the IEP and agree to proposed changes in the IEP before those changes are implemented by the private school.

c. Even if a private school or facility implements a student's IEP, responsibility for compliance with these rules remains with the school district.

d. Subparagraphs 4.a. – c. of this section apply only to students who are or have been placed in or referred to a private school or facility by a school district as a means of providing FAPE.

5. If placement in a public or private residential program is necessary to provide special education to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.

6. For children ages three through five years, the school district is only financially responsible for the provision of special education and related services necessary for the child to benefit from special education.

### **Part III. Policies and Procedures for Students Who are Gifted**

## Section A: Exceptional Student Education Eligibility for Students who are Gifted

This section is not applicable for the Department of Corrections.

### Statutory and Regulatory Citations

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03019 and 6A-6.030191, F.A.C.

### Definition

A student who is gifted is one who has superior intellectual development and is capable of high performance.

### Eligibility Criteria

A student is eligible for special instructional programs for the gifted from kindergarten through Grade 12 if the student meets the criteria under 1. or 2. below:

1. The student demonstrates:
  - a. The need for a special program
  - b. A majority of characteristics of gifted students according to a standard scale or checklist
  - c. 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
2. 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.

### Additional Information:

- The school district has a plan for increasing the participation of underrepresented groups in programs for gifted students. The plan is provided in Appendix C of this document.
- The school district does not have a plan for increasing the participation of underrepresented groups in programs for gifted students.

### Student Evaluation

1. The minimum evaluations for determining eligibility address the following:
  - a. Need for a special instructional program
  - b. Characteristics of the gifted
  - c. Intellectual development
  - d. May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted
2. Evaluations and qualified evaluators for students who are gifted are listed in Part I of this document.

### Temporary Break in Service

The team developing the Educational Plan (EP) may determine that a student's needs may currently be appropriately met through other academic options. The parent or student may indicate that they do not desire service for a period of time. Should the decision be made to waive the services offered on the current educational plan, the student may resume service at any time.

### Unique Philosophical, Curricular, or Instructional Considerations

## 1. Philosophy

- a. Each student identified as being eligible for gifted services is entitled to receive a free appropriate public education which will enable the student to progress in the general curriculum to the maximum extent appropriate.
- b. Specially designed instruction, appropriate related services, and programs for students who are gifted shall provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual and unique needs and goals of each student who is gifted.
- c. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to ensure reasonable class size, adequate funds for materials and inservice training.

## 2. Curriculum

- a. Curriculum options include an effective and differentiated curriculum designed for the abilities of the student who is gifted to ensure that each individual student progresses in the curriculum.
- b. The curriculum may include, but is not limited to, opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies.
- c. The teachers of the students who are gifted are trained to provide a curriculum based on the educational characteristics and needs of the learner who is gifted.
- d. Curriculum for each student will be determined by the EP and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for students who are gifted.
- e. The curriculum for the student who is gifted will assume access to the general curriculum (State standards) with emphasis on what the EP team determines will offer opportunities for growth for the learner who is gifted based on the student's strengths and present level of performance.

## 3. Instructional support

- a. Students identified as eligible for gifted services receive instructional support through the specially designed instruction and related services as determined through the development of the EP.
- b. Teachers of the students who are gifted provide instruction and support to further develop the student's demonstrated ability.
- c. Teachers are provided with administrative support to develop an individualized program to meet the goals for each student as determined by the EP.
- d. Students who are gifted may indicate a need for special counseling and guidance in understanding their special characteristics.
- e. Support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic and Learning Resources System associate centers, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government.
- f. No student may be given special instruction for students who are gifted until after he or she has been properly evaluated and found eligible for gifted services.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are gifted.**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section B: Educational Plans for Students who are Gifted

### Statutory and Regulatory Citation

Sections 1001.02, 1003.01, and 1003.57, F.S.

Rule 6A-6.030191, F.A.C.

### Procedures

1. The district is responsible for developing Educational Plans (EPs) for students who are identified solely as gifted.

**Note:** Individual Educational Plans (IEPs) rather than EPs are developed for those students who are gifted and are also identified as having a disability.

a. The EP includes:

- A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results
- A statement of goals, including benchmarks or short-term objectives
- A statement of the specially designed instruction to be provided to the student
- A statement of how the student's progress toward the goals will be measured and reported to the parents
- The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services

b. The EP team considers the following during development, review, and revision of the EP:

- The strengths of the student and the needs resulting from the student's giftedness
- The results of recent evaluations, including class work and state or district assessments
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP

c. Timelines for development of the EP include the following:

- An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program.
- An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services.
- Meetings are held to develop and revise the EP at least once every three years for students in Grades K–8 and at least every four years for students in Grades 9–12.
- EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

d. EP participants include:

- The parents, whose role includes providing information on the student's strengths, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting
- At least one teacher of the gifted program
- One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP; involvement may include the provision of written documentation of a student's strengths and needs for

review and revision of the subsequent EPs

- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district; at the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district
- An individual who can interpret the instructional implications of the evaluation results; this individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting)
- Whenever appropriate, the student

## 2. Parent participation in EP meetings

The district takes the following steps to ensure that one or both of the parents of a student identified as gifted is present or provided the opportunity to participate at EP meetings:

- a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend
- b. Scheduling the meeting at a mutually agreed on time and place
  - i. A written notice to the parent indicates the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It also includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.
  - ii. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:
    - Detailed records of telephone calls made or attempted and the results of those calls
    - Copies of correspondence sent to the parents and any responses received
    - Detailed records of visits made to the parent's home or place of employment and the results of those visits
  - iii. The district takes whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

## 3. Implementation of the EP

- a. An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.
- b. The EP is accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student is informed of specific responsibilities related to the implementation of the EP.

**One of the following must be selected:**

- I have read and understand the above information.
- This section is not applicable for the Department of Corrections.

## Part IV. Policies and Procedures for Parentally-Placed Private School Students with Disabilities

## Section A: Provision of Equitable Services to Parentally-Placed Private School Students with Disabilities

### Statutory and Regulatory Citations

34 CFR §§300.130–300.144

Rule 6A-6.030281, F.A.C.

### Definition

Parentally-placed private school students with disabilities means students with disabilities enrolled by their parents in private, including religious, **non-profit** schools or facilities that meet the definition of elementary school or secondary school under rules 6A-6.03011 through 6A-6.0361, F.A.C., and does not include students with disabilities who are or have been placed in or referred to a private school or facility by the school district as a means of providing special education and related services. This definition does not include students with disabilities enrolled by their parents in **for-profit** private schools.

### Procedures

1. Policies and procedures for parentally-placed private school students with disabilities

The school district will maintain policies and procedures to ensure the provision of equitable services to students with disabilities who have been placed in private schools by their parents.

2. Child find for parentally-placed private school students with disabilities

The school district will locate, identify, and evaluate all students with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction. The child find process will be designed to ensure the equitable participation of parentally-placed private school students and an accurate count of those students.

a. Activities

In carrying out the requirements of this section, the school district will undertake activities similar to the activities undertaken for the school district's public school students.

b. Cost

The cost of carrying out the child find requirements, including individual evaluations, may not be considered in determining if the school district has met its obligation.

c. Completion period

The child find process will be completed in a time period comparable to that for other students attending public schools in the school district.

d. Out-of-state students

The school district in which private, including religious, elementary and secondary schools are located will, in carrying out the child find requirements, include parentally-placed private school students who reside in a state other than Florida.

3. Confidentiality of personally identifiable information

If a student is enrolled, or is going to enroll, in a private school that is not located in the school district of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

4. Provision of services for parentally-placed private school students with disabilities – basic requirement

To the extent consistent with the number and location of students with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction, provision is made for the participation of those students in the program assisted or carried out under Part B of IDEA by providing them with special education and related services, including direct services determined in accordance with 12. and 13. below, unless the U.S. Secretary of Education has arranged for services to those students under the by-pass provisions in 34 CFR §§300.190 through 300.198.

a. Services plan for parentally-placed private school students with disabilities

A services plan will be developed and implemented for each private school student with a disability who has been designated by the school district in which the private school is located to receive special education and related services.



b. Record keeping

The school district will maintain in its records, and provide to the Florida Department of Education (FDOE), the following information related to parentally-placed private school students covered:

- The number of students evaluated
- The number of students determined to be students with disabilities
- The number of students served

5. Expenditures

To meet the requirements, the school district will spend the following on providing special education and related services (including direct services) to parentally-placed private school students with disabilities:

- a. For children and students aged three through 21, an amount that is the same proportion of the school district's total subgrant under Section 611(f) of IDEA as the number of private school students with disabilities aged three through 21 who are enrolled by their parents in private, including religious, elementary, and secondary schools located in the school district's jurisdiction, is to the total number of students with disabilities in its jurisdiction aged three through twenty-one (21).
- b. For children aged three through five years, an amount that is the same proportion of the school district's total subgrant under Section 619(a) of IDEA as the number of parentally-placed private school students with disabilities aged three through five who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction, is to the total number of students with disabilities in its jurisdiction aged three through five.
- c. Children aged three through five years are considered to be parentally-placed private school students with disabilities enrolled by their parents in private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school under Florida law.
- d. If the school district has not expended for equitable services all of the funds described in paragraphs a) and b) above by the end of the fiscal year for which Congress appropriated the funds, the school district will obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school students with disabilities during a carry-over period of one additional year.

6. Calculating proportionate amount

In calculating the proportionate amount of federal funds to be provided for parentally-placed private school students with disabilities, the school district, after timely and meaningful consultation with representatives of private schools, will conduct a thorough and complete child find process to determine the number of parentally-placed students with disabilities attending private schools located in the school district. (See Appendix B to IDEA regulations for an example of how proportionate share is calculated)

7. Annual count of the number of parentally-placed private school students with disabilities

The school district will, after timely and meaningful consultation with representatives of parentally-placed private school students with disabilities, determine the number of parentally-placed private school students with disabilities attending private schools located in the school district and ensure that the count is conducted on any date between October 1 and December 1, inclusive, of each year. The count will be used to determine the amount that the school district will spend on providing special education and related services to parentally-placed private school students with disabilities in the next fiscal year.

8. Supplement, not supplant

State and local funds may supplement and in no case supplant the proportionate amount of federal funds required to be expended for parentally-placed private school students with disabilities.

9. Consultation with private school representatives

To ensure timely and meaningful consultation, the school district will consult with private school representatives and representatives of parents of parentally-placed private school students with disabilities during the design and development of special education and related services for the students regarding the following:

- a. The child find process, including how parentally-placed private school students suspected of having a disability can participate equitably and how parents, teachers, and private school officials will be informed of the process

- b. The determination of the proportionate share of federal funds available to serve parentally-placed private school students with disabilities, including the determination of how the proportionate share of those funds was calculated
- c. The consultation process among the school district, private school officials, and representatives of parents of parentally-placed private school students with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed students with disabilities identified through the child find process can meaningfully participate in special education and related services
- d. Provision of special education and related services; how, where, and by whom special education and related services will be provided for parentally-placed private school students with disabilities, including a discussion of:
  - The types of services, including direct services and alternate service delivery mechanisms
  - How special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school students
  - How and when those decisions will be made
- e. How, if the school district disagrees with the views of private school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district will provide to such private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract

#### 10. Written affirmation

When timely and meaningful consultation has occurred, the school district will obtain a written affirmation signed by the representatives of participating private schools. If the representatives do not provide the affirmation within a reasonable period of time, the school district will forward the documentation of the consultation process to FDOE.

#### 11. Compliance

A private school official has the right to submit a complaint to the FDOE that the school district did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official. If the private school official wishes to submit a complaint, the official will provide to FDOE the basis of the noncompliance by the school district with the applicable private school provisions, and the school district will forward the appropriate documentation to FDOE. If the private school official is dissatisfied with the decision of FDOE, the official may submit a complaint to the U.S. Secretary of Education by providing the information on noncompliance, and FDOE will forward the appropriate documentation to the U.S. Secretary of Education.

#### 12. Equitable services determined

- a. No parentally-placed private school student with a disability has an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school.
- b. Decisions about the services that will be provided to parentally-placed private school students with disabilities will be made in accordance with the information in this section.
- c. The school district will make the final decisions with respect to the services to be provided to eligible parentally-placed private school students with disabilities.

#### 13. Services plan for each student served

- a. If a student with a disability is enrolled in a religious or other private school by the student's parents and will receive special education or related services from the school district, the school district will initiate and conduct meetings to develop, review, and revise a services plan for the student and ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the school district will use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.
- b. Each parentally-placed private school student with a disability who has been designated by the school district to receive services will have a services plan that describes the specific direct special education services that the school district will provide to the student in light of the services that the school district has determined it will make available to parentally-placed private school students with disabilities.

- c. The services plan will be developed, reviewed, and revised consistent with the requirements for IEP development, review, and revision.

14. Equitable services provided

- a. The provision of equitable services will be by employees of the school district or through contract by the school district with an individual, association, agency, organization, or other entity.
- b. The services provided to parentally-placed private school students with disabilities will be provided by personnel meeting the same standards as personnel providing services in the public schools, except that private elementary and secondary school teachers who are providing equitable services to parentally-placed private school students with disabilities do not have to meet the highly qualified special education teacher requirements under Florida law.
- c. Parentally-placed private school students with disabilities may receive a different amount of services than students with disabilities in public schools.
- d. Special education and related services provided to parentally-placed private school students with disabilities, including materials and equipment, will be secular, neutral, and non-ideological.

15. Location of services and transportation

- a. Equitable services to parentally-placed private school students with disabilities may be, but are not required to be, provided on the premises of private, including religious, schools.
- b. If necessary for the student to benefit from or participate in the services, a parentally-placed private school student with a disability will be provided transportation from the student's school or the student's home to a site other than the private school and from the service site to the private school, or to the student's home, depending on the timing of the services.
- c. The school district is not required to provide transportation from the student's home to the private school.
- d. The cost of any transportation provided under this section may be included in calculating whether the school district has expended its proportionate share.

16. Due process hearings and procedural safeguards

- a. Except as provided herein, the procedures related to procedural safeguards, mediation, and due process hearings do not apply to complaints that the school district has failed to meet the requirements in this section, including the provision of services indicated on the student's services plan. However, such procedures do apply to complaints that the school district has failed to meet the requirements related to child find, including the requirements related to conducting appropriate evaluations of students with disabilities.
- b. Any request for a due process hearing regarding the child find requirements will be filed with the school district in which the private school is located and a copy will be forwarded to FDOE.

17. State complaints

- a. Any complaint that the school district has failed to meet the requirements related to the provision of equitable services, services plans, expenditures, consultation with private school representatives, personnel, or equipment and supplies will be filed in accordance with the state complaint procedures described in rules 6A-6.03011 through 6A-6.0361, F.A.C.
- b. A complaint filed by a private school official under this section will be filed with FDOE in accordance with its state complaint procedures as prescribed in Rule 6A-6.03311, F.A.C.

18. Requirement that funds not benefit a private school

- a. The school district will not use funds provided under IDEA to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- b. The school district will use funds provided under Part B of IDEA to meet the special education and related services needs of parentally-placed private school students with disabilities, but not for the needs of a private school or the general needs of

the students enrolled in the private school.

19. Use of personnel

- a. The school district may use funds available under IDEA to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school students with disabilities if those services are not normally provided by the private school.
- b. The school district may use funds available under IDEA to pay for the services of an employee of a private school to provide equitable services if the employee performs the services outside of his or her regular hours of duty and the employee performs the services under public supervision and control.

20. Separate classes prohibited

The school district will not use funds available under IDEA for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and the classes include students enrolled in public schools and students enrolled in private schools.

21. Property, equipment, and supplies

- a. The school district will control and administer the funds used to provide special education and related services and hold title to and administer materials, equipment, and property purchased with those funds for the uses and purposes provided in this section.
- b. The school district may place equipment and supplies in a private school for the period of time needed for the provision of equitable services.
- c. The school district will ensure that the equipment and supplies placed in a private school are used only for IDEA purposes and can be removed from the private school without remodeling the private school facility.
- d. The school district will remove equipment and supplies from a private school if the equipment and supplies are no longer needed for IDEA purposes or removal is necessary to avoid unauthorized use of the equipment and supplies for other than IDEA purposes.
- e. No funds under IDEA will be used for repairs, minor remodeling, or construction of private school facilities.

## Section B: John M. McKay Scholarships for Students with Disabilities Program

### Statutory and Regulatory Citations

Sections 1002.01, 1002.39, 1002.43 1002.66 and 1003.21, F.S.

### Definition

The John M. McKay Scholarships for Students with Disabilities Program provides the option for students with an IEP or an accommodation plan issued under Section 504 of the Rehabilitation Act (excluding a temporary accommodation plan which is valid six months or less) to attend a public school other than the one to which the student is assigned or to receive a scholarship to a participating private school of choice.

### Eligibility Criteria

1. The parent of a student with a disability may request and receive from the state a McKay Scholarship for the student to enroll in and attend a private school if:
  - a. The student has received specialized instructional services under the Voluntary Prekindergarten Education Program during the previous school year and the student has a current IEP developed by the local school board in accordance with rules of the State Board of Education for the John M. McKay Scholarships for Students with Disabilities Program or a 504 accommodation plan has been issued
  - b. The student has spent the prior school year in attendance at a Florida public school or the Florida School for the Deaf and the Blind (FSDB). Prior school year in attendance means that the student was enrolled and reported by one of the following:
    - A school district for funding during the preceding October and February Florida Education Finance Program (FEFP) surveys in kindergarten through Grade 12, which shall include time spent in a Department of Juvenile Justice (DJJ) commitment program if funded under the FEFP
    - The FSDB during the preceding October and February student membership surveys in kindergarten through Grade 12
    - A school district for funding during the preceding October and February FEFP surveys, was at least four years old when so enrolled and reported, and was eligible for services under s. 1003.21, F.S.

**Note:** A dependent child of a member of the United States Armed Forces who transfers to a school in this state from out of state or from a foreign country pursuant to a parent's permanent change of station orders is exempt from the previous requirements but must meet all other eligibility requirements to participate in the program.

Additionally a foster child is exempt from the previous requirements but must meet all other eligibility requirements to participate in the program.

- c. The parent has obtained acceptance for admission of the student to a private school that is eligible for the program and has requested a scholarship from the department at least 60 days prior to the date of the first scholarship payment. The request must be through a communication directly to the FDOE in a manner that creates a written or electronic record of the request and the date of receipt of the request. FDOE must notify the district of the parent's intent upon receipt of the parent's request.
2. A student is not eligible for a John M. McKay Scholarship while:
    - a. Enrolled in a school operating for the purpose of providing educational services to youth in DJJ commitment programs;
    - b. Receiving an educational scholarship in accordance with Chapter 1002, F.S.;
    - c. Participating in a home education program as defined in s. 1002.01, F.S.;
    - d. Participating in a virtual school, correspondence school, or distance learning program that receives state funding pursuant to the student's participation, unless the participation is limited to no more than two courses per school year;

- e. Participating in a private tutoring program in accordance with s. 1002.43, F.S.;
- f. Enrolled in the FSDB; or
- g. Not having regular and direct contact with his or her private school teachers at the school's physical location, unless that student is participating under the Transition to Work Program within the private school.

## Procedures

1. The amount of the scholarship is calculated based on the student's matrix of services document or the amount of the private school's tuition and fees, whichever is less.
2. For purposes of continuity of educational choice, a John M. McKay Scholarship shall remain in force until the student returns to a public school, graduates from high school, or reaches the age of 22, whichever occurs first.
3. A scholarship student who enrolls in a public school or public school program is considered to have returned to a public school for the purpose of determining the end of the scholarship's term. However, if a student enters a DJJ detention center for a period of no more than 21 days, the student is not considered to have returned to a public school for that purpose.
4. Upon reasonable notice to the FDOE and the school district, the student's parent may remove the student from the private school and place the student in a public school.
5. Upon reasonable notice to the FDOE, the student's parent may move the student from one participating private school to another participating private school.

## School District Obligations

1. Notifying parents of students with disabilities about the scholarship program by April 1 of each year and within 10 days after an IEP team meeting or a 504 accommodation plan is issued.
2. Informing parents of the availability of the Information Hotline and School Choice website.
3. Offering parents an opportunity to enroll their student in another public school within their district.
4. Keeping all district contact information up-to-date with the FDOE, which can be done through the <http://www.floridaschoolchoice.org> website when logged in as a district administrator.
5. Submitting an annual Parental Notification Verification Form to the FDOE in the spring of each school year.
6. Notifying parents, within 10 days of filing intent, if a matrix has not been completed, and informing parents that the required matrix completion date is 30 days after a filed intent.
7. For a student with a disability who does not have a matrix of services, completing a matrix of services within 30 days of the parent's filed intent date that assigns the student to one of the three levels of service.  
**Note:** Changes in a matrix of services document may be made only for a technical, typographical, or calculation error.
8. Providing locations and times, if requested, for any McKay Scholarship student attending a private school within the district to take statewide assessment exams.
9. Providing reevaluation notifications to parents of scholarship students at least once every three years.
10. Confirming that scholarship students have not enrolled in public school by completing the District Enrollment Verification files quarterly prior to scholarship.
11. Reporting students who receive McKay Scholarship funding as **3518**, which designates them as McKay private school students on the full-time equivalent (FTE) survey.
12. Notifying the FDOE if a student enrolls in public school, is registered as a home education student, or is committed to a DJJ commitment program for more than 21 days.
13. Providing transportation to the public school if the parent's choice is consistent with the district's school choice plan.

14. Accepting a McKay student from an adjacent district if there is space available and there is a program with the services agreed to in the individual educational plan or 504 accommodation plan that is already in place.

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## Section C: Gardiner Scholarship Program

### Statutory and Regulatory Citation

Chapter 1005, Part III, F.S

Sections 393.063, 393.069, 456.001, 1002.01, 1002.21, 1002.385, 1002.395, 1002.66 and 1005.02, F.S.

### Definition

The Gardiner Scholarship provides the option for a parent to better meet the individual educational needs of an eligible child.

- The following are defined as they relate to the Gardiner Scholarship:
  - "Approved provider" means a provider who has been approved by the Agency for Persons with Disabilities, a health care practitioner pursuant to s. 456.001(4), F.S., or a provider approved by the department pursuant to s. 1002.66, F.S.
  - "Curriculum" means a complete course of study for a particular content area or grade-level, which includes any required supplemental materials.
  - "Department" means the FDOE.
  - "Disability" means, a three- or four- year old child or for a student in kindergarten to Grade 12, and any of the following:
    - Autism spectrum disorder, as defined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, published by the American Psychiatric Association, as defined in s. 393.069, F.S.;
    - Cerebral Palsy, as defined in 393.063, F.S.;
    - Down Syndrome, as defined in s.393.063, F.S.;
    - Intellectual Disability, as defined in s.393.063, F.S.;
    - Prader-Willi syndrome, as defined in s. 393.063 , F.S.;
    - Spina bifida, as defined in s. 393.063, F.S.;
    - For a student in kindergarten, being a high-risk child, as defined in 393.063, F.S.;
    - Muscular dystrophy;
    - Williams Syndrome;
    - Rare diseases which affect patient populations of fewer than 200,000 individuals in the United States, as defined by the National Organization for Rare Disorders;
    - Anaphylaxis;
    - Deaf;
    - Visually impaired;
    - Traumatic brain injured;
    - Hospital or homebound as defined by Rule 6A-6.03020, F.A.C.; or
    - Identification as having a dual sensory impairment according to Rule 6A-6.03022, F.A.C., and evidenced by reports from the local school district.
  - "Eligible" to receive a Gardiner Scholarship means that the student:
    - Is a resident of this state;



- Is or will be three or four years on or before September 1 of the year in which the student applies for program participation, or is eligible to enroll in kindergarten through Grade 12 in a public school in the state;
  - Is the subject of an IEP written in accordance with rules of the State Board of Education or has received a diagnosis of a disability as defined below from a physician who is licensed under Chapter 458 or Chapter 459 or a psychologist who is licensed in this state.
  - Has a disability as defined above.
- "Eligible nonprofit scholarship-funding organization" as defined in 1002.395, F.S.
  - "Eligible postsecondary institution" means any of the following:
    - Florida College System institution;
    - State university;
    - School district technical center;
    - School district adult general education center; or
    - An accredited nonpublic postsecondary educational institution, as defined in s. 1005.02, F.S., that is licensed to operate in the state pursuant to requirements specified in Part III of Chapter 1005, F.S.
  - "Eligible private school" means a private school, pursuant to s. 1002.01, F.S. that is located in Florida and offers an education to students in any grade from kindergarten to Grade 12.
  - "IEP" means an individual education plan.
  - "Inactive" means that no eligible expenditures have been made from an account funded by the Gardiner Scholarship.
  - "Parent" means a resident of this state who is a parent, as defined in s. 1002.21, F.S.
  - "Program" means the Gardiner Scholarship Program.

### **School District's Obligations and Parental Options**

- Include the following:
  - The school district shall notify a parent who has made a request for an IEP that the district is required to complete the IEP and matrix of services within 30 days after receiving notice of the parent's request;
  - The school district shall conduct a meeting and develop an IEP and a matrix of services within 30 days after receiving notice of the parent's request in accordance with State Board of Education rules;
  - Provide for state assessments to students, upon parental request.

### **Part V. Appendices**

## Appendix A: General Policies and Procedures

One of the following must be selected:

### Procedural Safeguards for Students with Disabilities:

- The Florida Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities, as posted on the department's website.
- A different notice of procedural safeguards for parents of students with disabilities, included as an attachment.

One of the following must be selected:

### Procedural Safeguards for Students Who Are Gifted:

- The Florida Department of Education's Procedural Safeguards for Exceptional Students Who Are Gifted, as posted on the department's website.
- A different notice of procedural safeguards for parents of students who are gifted, included as an attachment.
- This requirement is not applicable for the Department of Corrections.

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## Appendix B: Unique Philosophical, Curricular, or Instructional Considerations

The school district has included as an attachment additional information related to evaluations; qualified evaluators; or philosophical, curricular, or instructional considerations for the exceptionalities identified below:

### II.B.1 Autism Spectrum Disorder

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

### II.B.2 Deaf or Hard-of-Hearing

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

### II.B.3 Developmentally Delayed

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

### II.B.4 Dual-Sensory Impaired

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

### II.B.5 Emotional or Behavioral Disabilities

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

### II.B.6 Established Conditions

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

### II.B.7 Homebound or Hospitalized

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

### II.B.8 Intellectual Disabilities

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.B.9 Orthopedic Impairment**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.B.10 Other Health Impairment**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.B.11 Traumatic Brain Injury**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.B.12 Specific Learning Disabilities**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.B.13 Speech Impairments**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.B.14 Language Impairments**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.B.15 Visually Impaired**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.B.16 Related Services – Occupational Therapy**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.B.17 Related Services – Physical Therapy**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**II.C. Individual Educational Plans (IEPs)**

**II.F. Prekindergarten Children with Disabilities**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

**III.A. Gifted**

- Evaluations
- Qualified Evaluators
- Unique Philosophical, Curricular or Instructional Considerations

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## Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted

### Current Status

Provide the following data:

#### Total Student Population

##### Total Number of Students

41,037

##### Total Number of Gifted Students

2,470

##### Percent of All Gifted Students

6.02%

Limited English Proficient (Limited English proficient students are those who are coded as "LY," "LN," "LP," or "LF")

##### Number of LEP Students

940

##### Number of LEP Gifted Students

26

##### Percent of LEP Gifted Students

2.76%

##### Percentage of LEP Gifted Compared to Total Number of Gifted Students

1.05%

\*In order to calculate the "Percentage of LEP Gifted Compared to Total Number of Gifted Students", divide the number of LEP gifted students by the total number of gifted students in the district and move the decimal point two numbers to the right.

### Low Socio-Economic Status (SES) Family

#### Number of Low SES Students

17,081

#### Number of Low SES Gifted Students

1,528

#### Percent of Low SES Gifted Students

8.94%

## Percentage of Low SES Gifted Compared to Total Number of Gifted Students

61.86%

\*In order to calculate the "Percentage of Low SES Gifted Compared to Total Number of Gifted Students", divide the number of Low SES gifted students by the total number of gifted students in the district and move the decimal point two numbers to the right.

\*\* Percentage of students who are gifted equals the number of students who are gifted within a category divided by the total number of students within that category

### District Goal

**Provide the district's goal to increase the participation of students from underrepresented groups in programs for students who are gifted, including the targeted category(ies).**

According to Rule 6A-6.03019(2)(b)(l), Florida Administrative Code (FAC), under-represented groups include students who are limited English proficient (LEP) or from a low socio-economic (SES) status family. Pursuant to the eligibility provisions of Rule 6A-6.030 19(2)(b) )2, FAC, the goal is to achieve a representation of eligible students in programs for the gifted that is representative of the student population in the Clay County District Schools. The Clay County plan targets students in both of these groups. The district's goal is to increase the percentage of students from under-represented groups (LEP & SES) by 0.5% above the Fall 2019 data for each targeted group. The percent of LEP Gifted students will increase from 2.76% to 3.26% and the percent of low SES students will increase from 8.94% to 9.44% The district expects a 1.5% increase in both under-represented groups over the next three years. It should be noted that both the LEP and low SES designations are subject to change for individual students. (For example, many LEP gifted students quickly master the language and then are no longer classified as LEP.) The long term district goal for Clay County is to achieve proportional representation in the gifted program of all currently under-represented populations.

#### 1. Screening and Referral Procedures

- o A description of the screening and referral procedures that will be used to increase the number of students referred for evaluation

#### 2. Student Evaluation Procedures

- o A description of the evaluation procedures and measurement instruments that will be used

#### 3. Eligibility Criteria

- o A description of the criteria, based on the student's demonstrated ability or potential in the specific areas of leadership, motivation, academic performance, and creativity, that will be applied to determine the student's eligibility; if a matrix is used when determining eligibility, a copy is included as an attachment

#### 4. Instructional Program Modifications or Adaptations

- o A description of the instructional program modifications or adaptations that will be implemented to ensure successful and continued participation of students from underrepresented groups in the existing instructional program for students who are gifted

#### 5. District Evaluation Plan

- o A description of the district's plan used to evaluate its progress toward increasing participation by students from underrepresented groups in the program for students who are gifted

## Appendix D: District Policies Regarding the Allowable Use or Prohibition of Physical Restraint and Seclusion

Select from the following:

- The school district's policy regarding the allowable use or prohibition of physical restraint of students with disabilities is included as an attachment.
- The school district's policy regarding the allowable use or prohibition of seclusion of students with disabilities is included as an attachment.

## Appendix E: Policies and Procedures Unique to Developmental Research (Laboratory) Schools

- This section is not applicable for the district.

Section 1002.32, Florida Statutes (F.S.), establishes the category of public schools known as developmental research (laboratory) schools (lab schools). In accordance with s. 1002.32(3), F.S., "The mission of a lab school shall be the provision of a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning." Each lab school shall emphasize mathematics, science, computer science, and foreign languages. The primary goal of a lab school is to enhance instruction and research in such specialized subjects by using the resources available on a state university campus, while also providing an education in nonspecialized subjects. The exceptional education programs offered shall be determined by the research and evaluation goals and the availability of students for efficiently sized programs (s. 1002.32(3)(e), F.S.).

**Describe the exceptional education services available within the lab school:**

## Appendix F: Best Practices in Inclusive Education (BPIE) Assessment

Section 1003.57(1)(f), Florida Statutes, establishes the following requirement for school districts, "Once every three years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels."

- The district's completed BPIE Indicator Rating Tally Sheet is attached.
- The district's plan to address the prioritized BPIE Indicators is attached.



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**In the box below, please provide a narrative response describing your district's procedures during a declared state of emergency impacting the provision of special instruction and services for exceptional students.**

During unforeseen circumstances beyond the school district's control, there may be times when it is necessary to close schools to ensure the safety, health, and well-being of our students, staff, and community as a whole. Clay County District Schools (CCDS) are prepared with educational opportunities for our students to continue instruction through distance learning if a prolonged school closure should occur. Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. The Clay County District Schools has developed an Instructional Continuity Plan for Emergency Closures of District Schools (ICP) that outlines the experience all students (including students with disabilities) will have when students are unable to physically attend school because of school closure. Our commitment to parents and students entails: a). The Instructional Continuity Plan experience will empower all students to achieve their learning goals, have opportunities to collaborate online, and persevere through challenges offsite. b). Students will be supported through modeling, differentiation, individual feedback, and opportunities for reflection and revision through e-learning tools and online platforms. c). CCDS will provide instruction and support that encourages students to be inspired, passionate and motivated to meet their learning objectives and targets. d). To provide all of our students with work that can be done at home, which will keep them focused on the essential areas of study and course work that they would otherwise be learning about in school. e). Our dedicated teachers will commit to careful planning, maintaining an online presence during normal working hours, and providing regular guidance, feedback, and support on the work set. f). Teachers will follow a timetable so students know when to expect work from their teachers while at the same time ensuring students are not overloaded with work. Throughout the years, the District has compiled a comprehensive collection of online content and digital resources that is available to all students enrolled in CCDS through the OneClay portal. CCDS also provides Chromebooks for students to check out for home use to ensure that district students can continue their learning without interruption. The Instructional Continuity Plan has three main components: Instructional Overview, Distribution of Mobile Devices, and Internet Access. Instructional Overview explains which resources teachers and students will use for core instruction and which materials can be used as supplemental resources to enhance core instruction. Distribution of Mobile Devices provides the steps the District is taking to ensure that any district student who needs a mobile device to access the instructional resources will be provided with one, upon request, for the duration of the schools' closure. Internet Access poses the greatest challenge to ensuring that CCDS students can continue their studies while at home. The district's partnerships with service providers are crucial to providing free or reduced-cost internet service to students should the District close in case of emergency situations. With that being said, during emergency closures, the District will provide a printed packet option for students who are unable to gain access to the internet. Exceptional Student Education (ESE) teachers and related service providers are committed to making good faith reasonable efforts to provide students with disabilities a Free and Appropriate Public Education (FAPE) by meeting their individualized needs. In addition to the district's ICP, students with disabilities will have a temporary distance learning plan. The distance learning plan will reflect (with input from the parent) what can be appropriately and feasibly provided to benefit and support the learning of each individual student with a disability. FAPE may include, as appropriate, special education and related services provided through distance instruction, teletherapy, telephonically, individualized offline activities, or a combination of delivery methods. Once a state of emergency is declared and school closures are ordered, each student's special education and related service provider(s) (and general education teachers, where appropriate and feasible) will contact parents to solicit their input regarding the feasibility of providing services and to collaboratively develop their child's Temporary Distance Learning Plan. Parents are advised that the temporary distance learning plan is not a proposed change of placement or an IEP amendment. Rather, the plan is a temporary plan for providing distance learning services that will benefit their child in light of the current circumstances. In addition an informational letter is sent to parents describing the temporary distance learning plan, confidentiality of virtual instruction, and how it relates to their student(s). A student's temporary distance learning plan will include the following information: Student's preferred mode of engaging in instruction (i.e. online, offline, telephonically, or a combination of any of these). Name of person providing the ESE service. Description of service provided. Accommodations or modifications listed on student's IEP to facilitate student success. Any unique tailoring of activities. Student response(s) and/or input to instructional activities. Parental input in the development and execution of the temporary plan. Any additional relevant notes. ESE teachers and related service personnel maintain documentation of the implementation of the temporary distance learning plan and parent contacts on an e-Learning Service Log or other log as appropriate. If a student has an individualized education plan (IEP) or a Gifted Education Plan (EP), in place when school is closed the plan stays intact. The placement and services in the IEP or EP remain as the child's "current placement and services" during the school closure period. These same services will be implemented when school reopens unless the IEP or EP team convenes to revise the student's ESE services for the brick and mortar setting. The impact, if any, of the school closure on the child's educational needs will be assessed when normal school operations resume and when feasible; and IEP and EP meetings will be held if needed and revised based on the current needs of the student as determined when school operations resume. Unexpected school closures directly impact scheduling and conducting ESE and ESE related meetings. All meetings previously scheduled for the brick and mortar setting will be rescheduled in coordination with parents/guardians for the virtual environment. If needed, parents are provided with guidance to participate in virtual meetings to ensure they can participate fully. During the period of school closures, meetings will be held virtually as

needed or required following the same procedures as they normally would occur in the brick and mortar setting. These meetings include but are not limited to: IEP, EP, Services Plans, parent requests for evaluation/reevaluation, and eligibility determination and placement meetings. If during a meeting the team obtains consent for a comprehensive formal evaluation, the district will continue to complete evaluations to the greatest extent possible in light of the circumstances. Portions of the formal evaluation that require face-to-face assessments and direct student observations will be conducted virtually whenever feasible and appropriate. If parts of the evaluation are to be administered virtually, the district will ensure the evaluators are fully trained to administer the assessment(s) online, and the parents and students will receive an explanation of the assessment(s) and guidance on how the parents and students will participate in the evaluation. It is important to note that not all assessment instruments can be used in a virtual format as they require the hands-on use of manipulatives, or may not truly capture the full range of the child's needs or abilities. In these circumstances, school based teams will work with parents to reach mutually agreeable extensions of evaluation timelines. ESE teachers and related services personnel will make good faith reasonable efforts to tailor instruction to enable students to make progress on their annual goals and objectives. Goal progress will be shared with parents on a regular basis as it would occur in the brick and mortar setting. ESE personnel will establish a mutually agreeable means to share goal progress with parents/guardians based on the parents/guardians preferred means of communication (secure email, parent portal, or via U.S. mail).

DRAFT

**SP&P SIGNATURE PAGE**

School District: Administrator of Exceptional Student Education: This document is effective for the <b>2019–2020 through 2021–2022</b> school years.
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**CERTIFICATION OF APPROVAL**

I, _____, do hereby certify that each of the statements below are true:	
_____ Signature of Superintendent of School District or Authorized Representative of Governing Body or Agency	_____ Date of Approval

**SPECIAL PROGRAMS AND PROCEDURES**

The district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document preprinted by the Florida Department of Education have not been altered in any way.

The school district shall implement the requirements of any statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing requirements at Section 300 of Title 34 of the Code of Federal Regulations.

**SCHOOL DISTRICT POLICIES AND PROCEDURES**

Any district-produced policy and procedures documents that meet the following criteria have been submitted to the Florida Department of Education with the SP&P. Such documents:

- Supplement the information contained in the district's SP&P
- Address school district exceptional student education procedures or policies
- Are adopted by the school board as school district policy

## 2019-20 Revisions to SP&P Manual

The school district's Exceptional Student Education Policies and Procedures (SP&P) document is intended to provide district and school personnel, parents of exceptional students, and other interested persons information regarding the implementation of the State's and school district's policies regarding ESE programs. The school district's SP&P document is developed/revised and submitted to the Florida Department of Education (FLDOE) for approval at various times in accordance with timelines required by the FLDOE and is adopted by the school district's School Board as official policy.

The recent revisions to the 2019-20 SP&P document consisted of an annual review of data and procedural revisions for the following sections:

Section A.6: District Plan Related to Reducing the Use of Restraint pages 12-15

Section A.7: District Plan Related to Reducing the Use of Seclusion pages 16-19

Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted 163-168

Section E: Participation in State and District Assessments pages 127-135

Appendix G: District Procedures During a Declared State of Emergency Pages 166-168. This is a new section that describes our district's procedures during a declared state of emergency impacting the provision of special instruction and services for exceptional students.

# SCHOOL BOARD OF CLAY COUNTY, FLORIDA

## APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT 2018-2019 - 2020-2021 Special Policies and Procedures (SP&P) Manual

**Approval to Advertise:** The School Board of Clay County, Florida (“the Board”) approves the advertisement of the proposed 2018-2019 - 2020-2021 Special Policies and Procedures (SP&P) Manual.

**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 SP&P Manual is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District’s website at [www.oneclay.net](http://www.oneclay.net) under the School Board Meeting Links, School Board Agendas - August 6, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

**Rule Making Authority:** The Board is authorized to adopt the SP&P Manual under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

**Laws Implemented:** The laws implemented by the above-referenced SP&P Manual are noted under each section of the Policy.

**Person(s) Originating Policy Changes:** The proposed SP&P Manual 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 2018-2019 - 2020-2021 Special Policies and Procedures (SP&P) Manual following a public hearing. ***The public hearing shall be held on Thursday, October 1, 2020***, during the course of the Board’s regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

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

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

August 6, 2020 - Regular School Board Meeting

**Title**

C5 - Proposed Allocation Changes for 2020-2021

**Description**

Staff allocation documents clarify how each school, district, department, and division is staffed for the 2020-2021 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**

To be determined.

**Review Comments**

**Attachments**

④ [Allocation Summary - August 6, 2020.pdf](#)

**PROPOSED CHANGES TO STAFF ALLOCATIONS**  
**2020-2021 SUMMARY**  
 Board Meeting, August 6, 2020

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			<b>2020-2021 ACTIONS</b>				
			<b>General Funds</b>				
CC-9004	5.60		Health Assistant (7 positions @ 0.8 FTE)	Program Needs	<b>\$97,910</b>	<b>\$30,812</b>	<b>\$128,723</b>
				<b>TOTAL:</b>	<b>\$97,910</b>	<b>\$30,812</b>	<b>\$128,723</b>

DRAFT





School Board of Clay County

August 6, 2020 - Regular School Board Meeting

**Title**

C6 - NSF Write-off Permission

**Description**

Chapter Eight (School Internal Funds) of the Financial and Program Cost Accounting Report of the Florida Schools Manual (The Red Book) requires under Section III 1.6 (B) that a check can be declared uncollectible and written off the books only by the action of the School Board. The school has collected checks that were returned for non-sufficient funds. The materials or admission to the event purchased by these checks were distributed or attended by the individuals. Multiple attempts at collection, including phone calls and letters, from Principal and Bookkeeper, were unsuccessful and in each case, the student is no longer enrolled.

SCHOOL	MAKER	CK #	CK DATE	AMOUNT	PURPOSE
Clay High School	Michael Rossow	359	08/14/18	\$90.00	Football Spirit Pack
Clay High School	Jennifer Wicker	1042	08/16/18	\$20.00	PE Clothes
Clay High School	Scott Roark	701	11/14/18	\$35.00	HOSA Fee
Fleming Island High School	Wendy Britts	5505	10/23/19	\$35.00	Art Fee

**Gap Analysis**

The school has pursued every avenue available to collect these funds and have been unsuccessful. Writing off of these checks will allow for the reporting of an accurate cash balance of the school's Internal Accounts.

**Previous Outcomes**

After Board approval school has written off uncollectible NSF checks and financial reporting included an accurate cash balance.

**Expected Outcomes**

After Board approval school will write off uncollectible NSF checks and financial reporting will include an accurate cash balance.

**Strategic Plan Goal**

Goal; Strategy 2:4; Ensure effective and efficient use of resources for fiscal stability.

**Recommendation**

Approve write off of uncollectible checks as presented

**Contact**

Dr. Susan Legutko, Assistant Superintendent of Business Affairs, Mary Kay Kirk, Coordinator of Internal Accounts (904) 336-6746

**Financial Impact**

To write off uncollectible checks will reduce the revenue of the school's Internal Accounts.

**Review Comments**

**Attachments**

- Ⓞ [Agenda NSF Write Off CHS & FIH.pdf](#)

NSF WRITEOFF PERMISSION

CHECK #	DATE OF CHECK	MAKER OF CHECK	AMOUNT OF CHECK	PAYMENT FOR	ACTIVITY ACCOUNT #	DATE OF RETURN	ITEM OR SERVICE RECEIVED?	STUDENT STILL ENROLLED ?	COLLECTION ATTEMPTS (MUST INCLUDE CONTACT BY PRINCIPAL)	
1	5505	10/3/2019	Wendy Britts	\$ 35.00	Art fees	3511	10/23/2019	Yes	Yes	Teacher notified when check was returned, Copy of check sent home with student 10/28/19, Letter from principal mailed 1/24/20
2										
3										
4										
5										
6										
7										
8										
9										
10										

I CERTIFY THAT THE ABOVE INFORMATION IS TRUE AND CORRECT.

Attached all documentation on attempts made to collect a payment, must include letters that were sent by principal via email, US Mail or hand-delivered. Log of phone calls and meetings of attempts by the bookkeeper and principal.




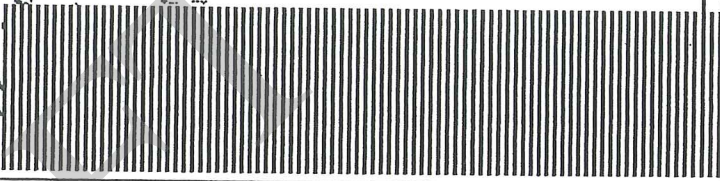
*Sharon Edmunds*  
 BOOKKEEPER  
 DATE 4-24-20

*Henry S Pittman*  
 PRINCIPAL  
 DATE 4/24/2020


Flaming Island HS.

# WELLS FARGO

## Check Details

		WORLDWIDE SERVICE	
<b>JAMES BRITTS</b> <b>WENDY S BRITTS</b> 406 POLK AVE ORANGE PARK, FL 32065		<b>5505</b> 	
		Date	
Pay to the Order of <u>Fleming Island High School</u>		<u>10/31/19</u>	
<u>thirty-five and xx/100</u>		\$ <u>35.00</u>	
		Dollars	 Security Features Available on Back
 P.O. Box 45085 • Jacksonville, FL 32232-5085			
For <u>Lagan School</u>			

For your security, information like account numbers, signatures, and the ability to view the backs of checks have been removed from the images. You can see full or partial fronts and backs of the images by using the link at the top of the window.

 Equal Housing Lender

*Sent letter with student  
10-28-19*

*Stringer  
Art fees*



## Fleming Island High School

2233 Village Square Parkway

Fleming Island, FL 32003

Phone: (904) 336-7500

Fax: (904) 336-7478

Thomas E. Pittman

Principal

Rex Knight

*Vice Principal*

Laurie Burke

*Assistant Principal*

Christopher Carëlla

*Assistant Principal*

Tracey Finley

*Assistant Principal*

January 24, 2020

James and Wendy Britts  
406 Polk Avenue  
Orange Park, FL 32065

Dear James/Wendy Britts,

This letter is to inform you that check numbered 5505 written by you on October 3, 2019, for the amount of \$35.00, drawn upon Vystar Credit Union, to pay for Art fees for Logan, has been returned for Non Sufficient Funds. We sent a copy of the check with Logan on 10/28/2019 to give to you.

To avoid further action, please bring or send a total of \$35.00 cash to cover the check by February 14, 2020. We will be unable to accept checks from you in the future, so please send cash or money orders.

Thank You,

Thomas Pittman  
Principal



NSF WRITEOFF PERMISSION

CHECK #	DATE OF CHECK	MAKER OF CHECK	AMOUNT OF CHECK	PAYMENT FOR	ACTIVITY ACCOUNT #	DATE OF RETURN	ITEM OR SERVICE RECEIVED?	STUDENT STILL ENROLLED?	COLLECTION ATTEMPTS (MUST INCLUDE CONTACT BY PRINCIPAL)
1	8/14/18	Michael Rossow	\$ 90.00	sprink pack football	1101	8/20/2018	yes	yes	phone calls to full mailbox and letters sent
2	8/16/18	Jennifer Wicker	\$20.00	PE clothes	1161	8/24/18	yes	yes	letters sent, no good phone number
3	11/14/18	Scott Roark	\$35.00	HOSA	3205	11/30/2018	yes	yes	letters sent, left messages
4									
5									
6									
7									

I CERTIFY THAT THE ABOVE INFORMATION IS TRUE AND CORRECT AND SUBMIT THE ABOVE TO THE CLAY COUNTY SCHOOL BOARD IN ACCORDANCE WITH CHAPTER EIGHT (SCHOOL INTERNAL FUNDS) OF THE FINANCIAL AND PROGRAM COST ACCOUNTING REPORTING OF THE FLORIDA SCHOOLS MANUAL (THE RED BOOK) WHICH REQUIRES UNDER SECTION III 1.6(B) THAT A CHECK CAN BE DECLARED UNCOLLECTIBLE AND WRITTEN OFF THE BOOKS ONLY BY ACTION OF THE SCHOOL BOARD. THEREFORE, I AM REQUESTING THAT PERMISSION BE GRANTED TO WRITE OFF THE ABOVE CHECKS.

Clay H.S.

*[Signature]*  
BOOKKEEPER

5-29-20  
DATE

*[Signature]*  
PRINCIPAL

6-1-20  
DATE

Date	Name	Amount	Account	Status
8/20/18	Rossow	\$90.00	Football	Outstanding
8/24/18	Wicker	\$20.00	PE clothes	Outstanding
12/5/19	Roark	\$35.00	HOSA	Outstanding
		\$145.00		

DRAFT



Kirk, Mary <mary.kirk@myoneclay.net>

**Re: NSF**

1 message

**Dicks, Wesley** <wesley.dicks@myoneclay.net>

Mon, Jun 29, 2020 at 10:00 AM

To: "Kirk, Mary" <mary.kirk@myoneclay.net>

Clay High School does not have backup documentation for the NSF Checks since 2018 and have been found to be uncollectible. We are requesting that the board write them off.

Sincerely,



**W. Cary Dicks**  
CHS PRINCIPAL, SENIOR HIGH  
CHS  
Clay County District Schools  
extension 6 7183 | dept number 904-336-7175 | email wesley.dicks@myoneclay.net

Get the OneClay App

This Email Is Not An Acceptable Offer And Doesn't Evidence Any Intention By The Sender To Enter Into A Contract.

On Mon, Jun 29, 2020 at 7:16 AM Kirk, Mary <mary.kirk@myoneclay.net> wrote:  
Jennifer,  
Please have Mr. Dicks sent an email over ASAP, to state that you do not have any backup documentation for the NSF check but since they are from 2018 you find that they are uncollectible and you would like to submit to the board for write off.

I have to get it on the agenda today.

If you have any questions or need clarification, please do not hesitate to contact me.

Thank you!



**Mary Kay Kirk**  
Internal Accounts Coordinator  
BAF  
Clay County District Schools  
| extension 6 6746 | dept number 904-336-6746 | email mary.kirk@myoneclay.net

Get the OneClay App

This Email Is Not An Acceptable Offer And Doesn't Evidence Any Intention By The Sender To Enter Into A Contract.

August 6, 2020 - Regular School Board Meeting

**Title**

C7 - Deletion of Certain Items Report - July, 2020

**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, 2020.

**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, 2020 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, 2020.pdf](#)



Clay County Public Schools  
 Monthly Deletion Report  
 For Month Ending: 07/31/2020

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>	<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>
<b>LCTN 0261 DOCTORS INLET ELEMENTARY</b>						
Surplus Sale	00016092	TABLE:SOILED DISH HOBART	Furniture,Fixtures & Equipment	01/13/1978	07/01/2020	1,100.00
						<b>1,100.00</b>
<b>LCTN 0341 CLAY HIGH SCHOOL</b>						
Surplus Sale	00078798	LAPTOP:POWERBOOK - APPLE G4	Furniture,Fixtures & Equipment	02/12/2004	07/01/2020	2,348.00
Surplus Sale	13100467	LAPTOP: DELL LATITUDE E6430	Furniture,Fixtures & Equipment	04/11/2013	07/01/2020	1,025.70
Surplus Sale	14100050	LAPTOP: DELL LATITUDE E6430	Furniture,Fixtures & Equipment	09/12/2013	07/01/2020	1,025.70
						<b>4,399.40</b>
<b>LCTN 0361 ORANGE PARK JUNIOR HIGH</b>						
Junk/Parts	00058297	MACHINE:ICE SCOTSMAN W/BIN	Furniture,Fixtures & Equipment	05/12/1994	07/01/2020	2,756.00
						<b>2,756.00</b>
<b>LCTN 0401 RIDGEVIEW ELEMENTARY</b>						
Junk/Parts	00049093	STANDER:RIFTON LARGE SUPINE	Furniture,Fixtures & Equipment	07/16/1990	07/01/2020	1,426.35
Junk/Parts	00059602	STANDER:MOBILE W/ACCESSORIE	Furniture,Fixtures & Equipment	12/13/1994	07/01/2020	1,052.50
Junk/Parts	00062537	STANDER:BLUE MOBILE PRONE	Furniture,Fixtures & Equipment	03/01/1996	07/01/2020	1,013.40
Junk/Parts	00062538	STANDER:RIFTON MOBILE	Furniture,Fixtures & Equipment	03/01/1996	07/01/2020	1,013.40
Junk/Parts	00069857	LIFT:HYDRAULIC	Furniture,Fixtures & Equipment	06/14/1999	07/01/2020	2,000.00
Junk/Parts	00071416	SITTER:XLARGE MOBILE FLOOR	Furniture,Fixtures & Equipment	04/16/1998	07/01/2020	1,073.93
Junk/Parts	00075338	BOARD:SUPINE	Furniture,Fixtures & Equipment	05/24/2001	07/01/2020	1,868.00
Junk/Parts	00088172	ADVANCE SEAT SIZE 3 FOR PMH ST	Furniture,Fixtures & Equipment	05/08/2006	07/01/2020	4,201.79
Junk/Parts	00092290	LIFT: SOLO W/ FRAME AND SMALL	Furniture,Fixtures & Equipment	11/08/2007	07/01/2020	3,272.50
Junk/Parts	00095161	LIFT: SOLO W/ FRAME AND LARGE	Furniture,Fixtures & Equipment	11/08/2007	07/01/2020	3,300.50
						<b>20,222.37</b>
<b>LCTN 0471 ROBERT M PATERSON ELEMENTARY</b>						
Surplus Sale	12000581	LAPTOP: DELL LATITUDE E6420 +W	Furniture,Fixtures & Equipment	03/08/2012	07/01/2020	1,123.54
						<b>1,123.54</b>
<b>LCTN 0531 THUNDERBOLT ELEMENTARY</b>						
Surplus Sale	00093664	CHASSIS/MONITOR/KEYBOARD - DEL	Furniture,Fixtures & Equipment	10/25/2007	07/01/2020	1,129.00
						<b>1,129.00</b>
<b>LCTN 9004 STUDENT SERVICES</b>						
Surplus Sale	15000891	LAPTOP: APPLE MACBOOK AIR 13.3	Furniture,Fixtures & Equipment	06/24/2015	07/01/2020	1,451.00
						1,451.00

Clay County Public Schools  
 Monthly Deletion Report  
 For Month Ending: 07/31/2020

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>		<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>
						<b>1,451.00</b>	<b>1,129.00</b>
<b>LCTN 9005 EXCEPTIONAL STUDENT EDUCATION</b>							
Junk/Parts	00071091	CHAIR:HIGHBACK COMMODE - E2901	Furniture,Fixtures & Equipment	10/14/2004	07/01/2020	1,043.09	1,043.09
Surplus Sale	00077711	PROJECTOR:MULTIMEDIA XGA SAN P	Furniture,Fixtures & Equipment	09/12/2002	07/01/2020	3,994.00	3,994.00
						<b>5,037.09</b>	<b>2,494.09</b>
<b>LCTN 9006 DEPT OF ELEMENTARY EDUCATION</b>							
Junk/Parts	00082124	CENTER:desk,COMPUTER WORK	Furniture,Fixtures & Equipment	12/16/2004	07/01/2020	2,009.00	2,009.00
Junk/Parts	00082125	CENTER:desk, COMPUTER WORK	Furniture,Fixtures & Equipment	12/16/2004	07/01/2020	2,009.00	2,009.00
						<b>4,018.00</b>	<b>6,003.00</b>
<b>LCTN 9007 K12 ACADEMIC SERVICES</b>							
Surplus Sale	00082193	COMPUTER:TABLET ACER TRAVEL MA	Furniture,Fixtures & Equipment	03/24/2005	07/01/2020	1,990.13	1,990.13
Surplus Sale	10000201	LAPTOP - APPLE MACBOOK PRO MC1	Furniture,Fixtures & Equipment	12/17/2009	07/01/2020	1,599.00	1,599.00
Surplus Sale	11000683	LAPTOP: DELL LATITUDE E6410	Furniture,Fixtures & Equipment	01/13/2011	07/01/2020	1,070.64	1,070.64
Surplus Sale	14001254	LAPTOP: APPLE MACBOOK AIR MD76	Furniture,Fixtures & Equipment	02/13/2014	07/01/2020	1,432.00	1,432.00
Surplus Sale	15000493	LAPTOP: MACBOOK AIR - APPLE MD	Furniture,Fixtures & Equipment	09/11/2014	07/01/2020	1,332.00	1,332.00
Surplus Sale	15000497	LAPTOP: MACBOOK AIR - APPLE MD	Furniture,Fixtures & Equipment	09/11/2014	07/01/2020	1,332.00	1,332.00
Surplus Sale	17000267	LAPTOP: APPLE MACBOOK PRO MJLQ	Furniture,Fixtures & Equipment	09/08/2016	07/01/2020	2,138.00	2,019.22
						<b>10,893.77</b>	<b>10,764.77</b>
<b>LCTN 9021 MAINTENANCE DEPARTMENT</b>							
Surplus Sale	10001330	LIFT:PERSONNEL 36 W/OUTRIGGERS	Furniture,Fixtures & Equipment	05/13/2010	07/01/2020	7,875.55	7,875.55
						<b>7,875.55</b>	<b>2,019.22</b>

Clay County Public Schools  
 Monthly Deletion Report  
 For Month Ending: 07/31/2020

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>	<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>				
<b>Total Furniture</b>	<b>60,005.72</b>	<b>Total Vehicles</b>	<b>0.00</b>	<b>Total Audio Visual</b>	<b>0.00</b>	<b>Total Software</b>	<b>0.00</b>	<b>Totals for Deletion Report</b>	<b>60,005.72</b>	<b>52,011.39</b>

Note: JUNE 2020 DELETIONS

Disposal Method Descriptions:

- JUNK/PARTS - Part(s) of an asset are used and remainder of part(s) are sold, recycled or disposed
- TRADE-IN - Vendor issues a credit towards a new purchase
- THEFT/VANDALISM - Items stolen or broken (police report attached)
- MISSING - Items lost and are not found during property inventory (Annually)
- SURPLUS SALE - Items that are outdated, not working or obsolete. Items are either sold, recycled or disposed
- ENTERED IN ERROR - Not used
  
- TRANSFER/DONATION - From Clay County District to an Outside Agency (Approved by Board or Superintendent)
- DESTROYED - Fire/Natural Disaster, etc.
- THRESHOLD (ex. \$750 TO \$1000)

DRAFT

August 6, 2020 - Regular School Board Meeting

**Title**

C8 - BID/Contract Renewal

**Description**

Renew BID as required per FS 287, DOE 6A-1.012 and School Board Policy

a. County-Wide Civil Engineering Services - Project C-2-19/20 Architect/Engineer Contract: Contract Period is August 1, 2020 through August 1, 2021. The contract period is for 1 year and is the final renewal option.

**Gap Analysis**

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

**Previous Outcomes**

Original 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 Contract was awarded.

**Strategic Plan Goal**

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

**Recommendation**

Extend renewal as follows:

- a. County-Wide Civil Engineering Services - Project C-2-19/20 Architect/Engineer Contract:
  - Ms. Michele Agee, P.E., P.A., 1329 Kingsley Avenue, Orange Park, Florida 32073

**Contact**

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

**Financial Impact**

a. County-Wide Civil Engineering Services - Project C-2-19/20 Architect/Engineer Contract: Contract Term Estimated \$100,000.00 from General and Capital Revenue

**Review Comments**

**Attachments**

August 6, 2020 - Regular School Board Meeting

**Title**

C9 - Change Order #1 for Fire Alarm Replacement at Wilkinson Elementary School

**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 addresses unforeseen conditions encountered and other change of scope issues.

**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, effective environment for Clay County Students.

**Recommendation**

Approve Change Order #1.

**Contact**

Bryce Ellis, Interim Assistant Superintendent of Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Jeffery Marks, Project Manager, (904) 336-6821, jeffery.marks@myoneclay.net

**Financial Impact**

This change order will increase the contract amount by \$5,008.86. Architect fees will increase by \$425.75 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

**Review Comments**

**Attachments**

[Change Order #1 Fire Alarm Replacement at Wilkinson Elementary School.pdf](#)



# AIA Document G701™ – 2017

## Change Order

**PROJECT:** *(Name and address)*  
Fire Alarm Replacement at Wilkinson  
Elementary School  
4965 County Road 218, Middleburg, FL  
32068

**CONTRACT INFORMATION:**  
Contract For: Fire Alarm Replacement at  
Wilkinson Elementary School  
Date: April 02, 2020

**CHANGE ORDER INFORMATION:**  
Change Order Number: 001  
Date: June 18, 2020

**OWNER:** *(Name and address)*  
The School District of Clay County  
900 Walnut Street  
Green Cove Springs, FL 32043

**ARCHITECT:** *(Name and address)*  
Haddad Engineering, Inc.  
3030 Hartley Road, Suite 290  
Jacksonville, FL 32257

**CONTRACTOR:** *(Name and address)*  
T&M Electric of Clay County, LLC  
200 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.)*

Provide material and labor to install new devices and cabling in the fire pump building as indicated in the attached RFI response from Haddad Engineering.

The original Contract Sum was	\$	<u>311,320.00</u>
The net change by previously authorized Change Orders	\$	<u>0.00</u>
The Contract Sum prior to this Change Order was	\$	<u>311,320.00</u>
The Contract Sum will be increased by this Change Order in the amount of	\$	<u>5,008.86</u>
The new Contract Sum including this Change Order will be	\$	<u>316,328.86</u>

The Contract Time will be increased by Thirteen (13) days.  
The new date of Substantial Completion will be August 13, 2020

**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.**

Haddad Engineering, Inc.  
ARCHITECT *(Firm name)*

Namir Haddad  
SIGNATURE

Namir Haddad, President  
PRINTED NAME AND TITLE

6/23/2020  
DATE

T&M Electric of Clay County, LLC  
CONTRACTOR *(Firm name)*

Daniel Newton  
SIGNATURE

Daniel Newton, Project Manager  
PRINTED NAME AND TITLE

6/23/20  
DATE

School District of Clay County  
OWNER *(Firm name)*

\_\_\_\_\_  
SIGNATURE

Carol Studdard, Board Chair  
PRINTED NAME AND TITLE

\_\_\_\_\_  
DATE



# T & M ELECTRIC OF CLAY COUNTY, LLC.

200 College Drive  
 Orange Park, Florida 32065  
 State License #EC0001152  
 FEIN 59-2052695

Phone: (904) 272-0272

Fax: (904) 276-7689

TO	School Board of Clay County	FROM	Daniel Newton
	800 Center Street	DATE	June 17, 2020
	Green Cove Springs, FL 32043	PROJECT	Fire Alarm Replacement
ATTN	Jeffery Marks		At Wilkinson Elementary School
PHONE	904-336-6825	FAX	4965 County Road 218

### Change Order Request # 1

- Provide material and labor to install new devices and cabling in the fire pump building as indicated in the attached RFI response from Haddad Engineering.

Item Num	Quantity	Description	Unit Price	Extended Price
1	1 Lot	Misc. Material (See Attached)		\$189.46
		Material		\$189.46
		Taxes 7%		\$13.26
		Subcontractor		\$3,560.84
		Labor		\$419.84
		Labor Burden		\$172.13
		OH&P 15%		\$653.33
		Total		\$5,008.86
		Labor Hours.....	16.00	
		Labor Rate \$ 26.24 Per Hour		

We herby request 13 additional calendar days to achieve substantial completion due to the additional work associated with this change order making the new substantial completion date August 13, 2020

Thank you, and please feel free to call me with any questions you may have

Sincerely,

**Daniel Newton**  
 Estimator/Project Manager

Job ID: 20B049-1  
 Project: Wilkenson ES Change Order 1 (Fire Pump Building)



Summary by Subtotal

17 Jun 2020 8:37:55

Labor Level: CONEST

Vendor: GB JACK

Item #	Size	Description	Q/M	Quantity	U/M	Mat Unit	Mat Result	Lab Unit	Lab Result	Qto Unit	Qto Result
10047	3/4	EMT	M	95.00	FT	0.8133	77.26	0.0891	3.71	0.0000	0.00
<b>Subtotal 2 - EMT</b>							<b>77.26</b>		<b>3.71</b>		<b>0.00</b>
<b>Subtotal 10 - SRC FITTINGS</b>											
30172	3/4	EMT BUSHING	M	2.00	EA	0.0813	0.16	0.0800	0.12	0.0000	0.00
<b>Subtotal 10 - SRC FITTINGS</b>							<b>0.16</b>		<b>0.12</b>		<b>0.00</b>
<b>Subtotal 11 - EMT FITTINGS</b>											
30177	3/4	EMT D-CAST-COMP COUPLING	M	2.00	EA	0.7525	1.52	0.0572	0.10	0.0000	0.00
30178	3/4	EMT STEEL-COMP COUPLING	M	5.00	EA	0.3558	1.78	0.0352	0.35	0.0000	0.00
30179	3/4	EMT STEEL-COMP CONNECTOR	M	2.00	EA	0.4151	0.83	0.0540	0.55	0.0000	0.00
30180	3/4	EMT 1-HOLE STEEL STRAP	M	2.00	EA	0.0675	0.14	0.0450	0.18	0.0000	0.00
<b>Subtotal 11 - EMT FITTINGS</b>							<b>4.27</b>		<b>2.10</b>		<b>0.00</b>
<b>Subtotal 13 - HANGERS/SUPPORTS</b>											
16059	#10 x 1"	TEK SCREW	M	14.00	EA	0.1255	1.80	0.0255	0.36	0.0000	0.00
16060	#10 x 1"	SHEET METAL SCREW	M	4.00	EA	0.0754	0.30	0.0255	0.10	0.0000	0.00
16057	#10 x 1"	PLASTIC ANCHOR	M	4.00	EA	0.0553	0.22	0.0300	0.12	0.0000	0.00
16056	3/4 x 1/2 - 9"	HAMMER DRILLED HOLE	M	4.00	EA	0.0000	0.00	0.0000	0.20	0.0000	0.00
60082	3/4	COND SNAP-CLOSE HGR TO SCRW-ON STUD-WALL	M	5.00	EA	1.3528	6.76	0.0480	0.24	0.0000	0.00
60011	3/4	COND-HAMMER-ON-HGR 1/4-FLANGE-PUSH-IN HD	M	8.00	EA	1.8293	14.63	0.0480	0.38	0.0000	0.00
64004	1/2	PLAIN THREAD ROD COMB BOX & 1/2 x 3/4" SNF-CLS COND HGR	M	1.00	EA	3.4553	3.46	0.0450	0.05	0.0000	0.00
64004	1/2	PLAIN THREAD ROD MOUNT. COMB BOX & 1/2 x 3/4" SNF-CLS COND HGR	M	5.00	EA	17.28	17.28	0.0450	0.23	0.0000	0.00
64005	1/4-20	WASHER NUT 1/4-20	M	5.00	EA	0.3005	1.50	0.0300	0.15	0.0000	0.00
64012	1/4"	HAMMER-ON FLANGE CLIP 1/4-20 x 3/8 STD	M	5.00	EA	1.0693	5.34	0.0450	0.27	0.0000	0.00
<b>Subtotal 13 - HANGERS/SUPPORTS</b>							<b>52.68</b>		<b>3.12</b>		<b>0.00</b>
<b>Subtotal 14 - FLEXIBLE CONDUIT</b>											
50073	3/4	FLEXIBLE ALUM CONDUIT	M	20.00	FT	0.7754	15.51	0.0473	0.95	0.0000	0.00
50024	3/4	FLEX COND ANGLE CONN	M	2.00	EA	1.2410	2.48	0.1754	0.35	0.0000	0.00
50035	3/4	FLEX COND STRAIGHT CONN	M	2.00	EA	0.5669	1.13	0.1470	0.29	0.0000	0.00
<b>Subtotal 14 - FLEXIBLE CONDUIT</b>							<b>19.12</b>		<b>1.59</b>		<b>0.00</b>
<b>Subtotal 23 - STEEL BOXES</b>											
15004	1-1/2D 21.0-CI	4"SQ CMB-HO NO BRKT	M	1.00	EA	0.7813	0.78	0.1800	0.18	0.0000	0.00
15004	1-1/2D 21.0-CI	4"SQ CMB-KD FH-BRKT	M	1.00	EA	1.7819	1.78	0.1800	0.18	0.0000	0.00
<b>Subtotal 23 - STEEL BOXES</b>							<b>2.56</b>		<b>0.36</b>		<b>0.00</b>

Phone: \_\_\_\_\_  
 Web: \_\_\_\_\_

200 College Drive  
 Orange Park, FL 32065



Summary by Subtotal: Wilkenson ES Change Order 1 (Fire Pump Building)

Item #	Size	Description	QTY	UM	Mat Unit	Mat Result	Lab Unit	Lab Result	QTY Unit	QTY Result
150011	1/2" x 3/8"	STEEL BOXES	100	EA	1.778	177.8	0.18	18.0	0.0000	0.00
150041	2" x 6" x 3/8"	STEEL BOXES	500	EA	1.027	513.5	0.90	450.0	0.0000	0.00
150042	2" x 6" x 3/8"	STEEL BOXES	100	EA	0.956	95.6	0.93	93.0	0.0000	0.00
150043	2" x 6" x 3/8"	STEEL BOXES	500	EA	0.3248	162.4	0.27	135.0	0.0000	0.00
150044	2" x 6" x 3/8"	STEEL BOXES	100	EA	1.1574	115.74	0.12	12.0	0.0000	0.00
150058	1-7/8" x 3/4"	STEEL BOXES	200	EA	0.8218	164.36	0.35	70.0	0.0000	0.00
150077	1-7/8" x 3/4"	STEEL BOXES	200	EA	0.4200	84.00	0.15	30.0	0.0000	0.00
<b>Subtotal totals:</b>										0.00

Item #	Size	Description	QTY	UM	Mat Unit	Mat Result	Lab Unit	Lab Result	QTY Unit	QTY Result
900053		MISC WIRE/TECK CABLE	15.00	FT	0.0270	0.405	0.05	0.05	0.0000	0.00
<b>Subtotal totals:</b>										0.00

Item #	Size	Description	QTY	UM	Mat Unit	Mat Result	Lab Unit	Lab Result	QTY Unit	QTY Result
100070	#10	WIRE TERMINATIONS	22.00	EA	0.3023	6.6506	1.32	1.47	0.0000	0.00
100079	#12	WIRE TERMINATIONS	5.00	EA	0.4504	2.2520	0.15	0.15	0.0000	0.00
<b>Subtotal totals:</b>										0.00

Item #	Size	Description	QTY	UM	Mat Unit	Mat Result	Lab Unit	Lab Result	QTY Unit	QTY Result
320045		FIRE ALARM PULL STATION	1.00	EA	0.0000	0.00	0.57	0.57	0.0000	0.00
320052		FIRE ALARM HEAT DETECTOR	1.00	EA	0.0000	0.00	0.75	0.75	0.0000	0.00
<b>Subtotal totals:</b>										0.00
<b>Job totals:</b>										189.46
<b>Job totals:</b>										15.90

T M Electric, Inc  
 200 College Drive  
 Orange Park, FL 32065  
 Phone:  
 Web:



**Wilkinson FA Replacement Pump House Addition**

**Quote #001008 v1**

Prepared For:  
**T & M Electric**  
 Dan Newton  
 4966 CO RD 218  
 Middleburg, FL 32066  
 P: (904) 303-9432  
 E: dan@tmelectrlcnc.com

Prepared by:  
**Systems**  
 Eli Oliver  
 2590 Dobbs Rd  
 St Augustine, FL 32086  
 P: 904-824-8553  
 E: e.oliver@safelnc.com

Date Issued:  
**08.18.2020**  
 Expires:  
**08.14.2020**

**Statement of Work**

This proposal is to connect the Fire Sprinkler pump building to the Fire Alarm System and replace existing heat detector and pull station, maintain connection to tamper and flow switch, and maintain functions to fire pump. This includes supervision for Pump Run, Phase Reversal and Power Loss.

**Turnkey Proposal** - Turnkey price includes materials delivered to jobsite, all wire and wire installation with system checkout and certification. Return trips caused by lack of readiness, delays, coordination & scheduling issues, other trades, inspections, or any other issues will require additional cost. All necessary taxes and permits are included. Does not include raceway.

**Bill of Materials**

Description	Qty
FMM-1 NOTIFIER MONITOR MODULE	6
FST-951 HEAT FIXED PROGRAM NOTIFIER WHITE	1
BG-12LX DUAL ACTION PULL STATION, ADDRESSABLE,	1
DTK-2MHLP36BWB 2 PR 36V HYB MOD PLUG W/ B	1
723110VNO 12-02 UNS STR DB TC Quad	1

Quote Summary	Amount
<b>Total:</b>	<b>\$3,500.00</b>

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

Acceptance  
 Systems **T & M Electric**

Eli Oliver  
 Signature / Name  
 08/18/2020  
 Date

Dan Newton  
 Signature / Name  
 Date





Security And Fire Electronics Inc  
2590 Dobbs Rd St. Augustine, FL 32086  
904.824.8553 office | 904.824.7771 Fax

### Request for Information

June 8, 2020

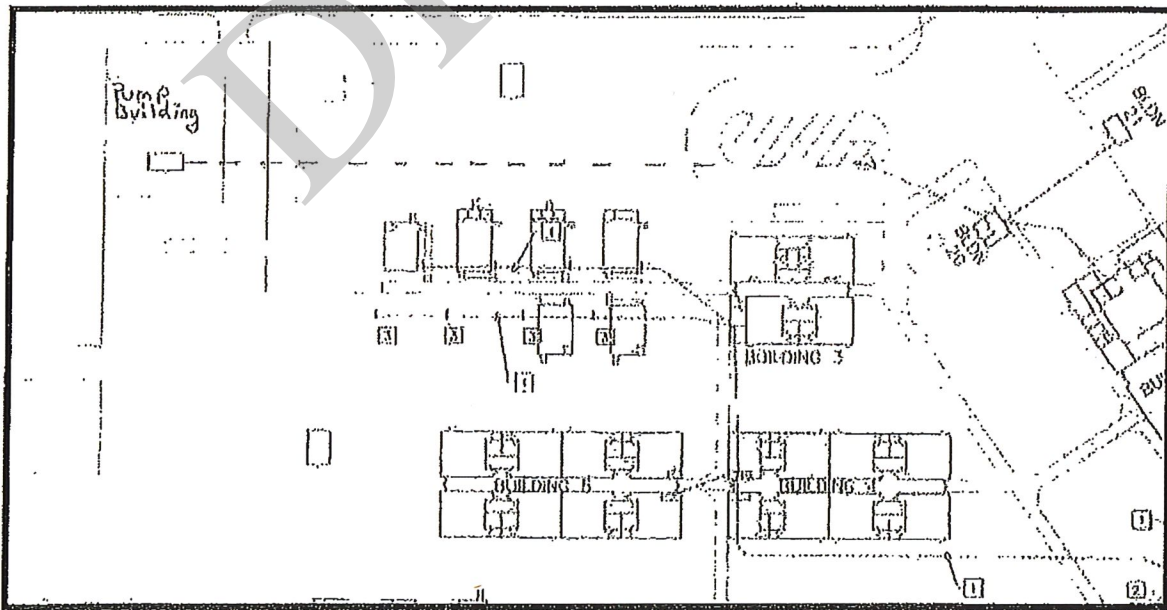
RE: Wilkinson Elementary Fire Alarm Replacement  
Ref: Pump Building

There is an existing building with a fire pump that was monitored by the existing FACP but is not shown on the Replacement Fire Alarm Plans. It includes:

1. One pull station
2. One heat detector
3. Two tamper supervisory switches
4. Three points monitored on the Fire Pump Controller. (Pump Running, phase reversal and power loss)

We have been informed that this building is fed from Building 20. (See below)

Please specify if these new system points are to be included in our scope of work.



Robert C. Worth | Professional Engineer PE#151049 | [bworth@safelnc.com](mailto:bworth@safelnc.com)

August 6, 2020 - Regular School Board Meeting

**Title**

C10 - Change Order #4 for Doctors Inlet Elementary School Cafeteria Expansion

**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 PCO's 12 through 25 (attached summary) to address unforeseen conditions and correct construction related issues.

**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 #4.

**Contact**

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,  
David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

**Financial Impact**

This change order will increase the contract amount by \$27,970.08. Architect fees will decrease by \$(4,298.60) as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

**Review Comments**

**Attachments**

[☺ DIS Cafeteria Expansion CO 4.pdf](#)



# AIA<sup>®</sup> Document G701<sup>™</sup> – 2017

## Change Order

<b>PROJECT:</b> <i>(Name and address)</i> Doctors Inlet Elem Cafeteria Expansion 2634 C.R. 220, Middleburg, FL 32068	<b>CONTRACT INFORMATION:</b> Contract For: General Construction Date: November 07, 2019	<b>CHANGE ORDER INFORMATION:</b> Change Order Number: 4 Date: 8-6-2020
<b>OWNER:</b> <i>(Name and address)</i> Clay County School Board 900 Walnut St, Green Cove Springs, FL 32043	<b>ARCHITECT:</b> <i>(Name and address)</i> Brian Boatright Architect, Inc 914 Plainfield Ave, Orange Park, FL 32073	<b>CONTRACTOR:</b> <i>(Name and address)</i> F&G Construction Genl Contractors, Inc 2734 Edison Ave, Jacksonville, FL 32254

**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.)*

Change Order 4 is to address unforeseen conditions and owner requested changes- see attached Proposed Change Order (PCO) summary.


The original Contract Sum was	\$ 2,198,000.00
The net change by previously authorized Change Orders	\$ -530,099.43
The Contract Sum prior to this Change Order was	\$ 1,667,900.57
The Contract Sum will be increased by this Change Order in the amount of	\$ 27,970.08
The new Contract Sum including this Change Order will be	\$ 1,695,870.65

The Contract Time will be unchanged by zero (0) days.

The new date of Substantial Completion will be August 3, 2020

**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.**

Brian Boatright Architect ARCHITECT <i>(Firm name)</i>	F&G Construction General Contractors CONTRACTOR <i>(Firm name)</i>	Clay County School Board OWNER <i>(Firm name)</i>
 SIGNATURE	 SIGNATURE	 SIGNATURE
Brian O. Boatright, President PRINTED NAME AND TITLE	Amy Austin, President PRINTED NAME AND TITLE	Carol Studdard, Board Chair PRINTED NAME AND TITLE
7-20-2020 DATE	 DATE	8-6-2020 DATE

**DIS Cafeteria Expansion**

**CHANGE ORDER 4**

Proposed Change Order (PCO) 12 <i>Construction Change Directive (CCD) 2A</i> <i>Fascia &amp; Overhang Corrections</i> .....	\$ 1,947.00	0 days
Proposed Change Order (PCO) 13 <i>Construction Change Directive (CCD) 6</i> <i>Wall Layout, Rain Leader, Headers</i> .....	\$ 9,462.20	0 days
Proposed Change Order (PCO) 14 <i>Request for Information (RFI) 28</i> <i>Loading Dock Light Credit</i> .....	\$ (225.00)	0 days
Proposed Change Order (PCO) 15 <i>Request for Information (RFI) 34</i> <i>Kitchen Door Change</i> .....	\$ 1,013.10	0 days
Proposed Change Order (PCO) 16 <i>Credit for deleted toilet accessories</i> .....	\$ (233.38)	0 days
Proposed Change Order (PCO) 17 <i>Plumbing modifications to site plumbing</i> .....	\$ 2,134.00	0 days
Proposed Change Order (PCO) 18 <i>Modifications to parapets</i> .....	\$ 1,072.50	0 days
Proposed Change Order (PCO) 19 <i>Modifications to existing floor drains</i> .....	\$ 443.30	0 days
Proposed Change Order (PCO) 20 <i>Decking &amp; framing under HVAC unit (Architect to reimburse)</i> .....	\$ 6,536.20	0 days
Proposed Change Order (PCO) 21 <i>Credit for air/vapor barrier modification</i> .....	\$ (6,000.00)	0 days
Proposed Change Order (PCO) 22 <i>Construction Change Directive (CCD) 7</i> <i>Dishwasher exhaust fan</i> .....	\$ 9,466.18	0 days
Proposed Change Order (PCO) 23 <i>Staff restroom existing exhaust duct modification</i> .....	\$ 686.40	0 days
Proposed Change Order (PCO) 24 <i>Paint existing group restroom ceilings</i> .....	\$ 954.78	0 days

Proposed Change Order (PCO) 25R1		
<i>Modify existing sidewalk at new cafeteria door</i> .....	\$ 712.80	0 days
Proposed Change Order (PCO) 26 - <b>REJECTED</b>		
<i>Additional downspout/storm water connection</i> .....	<del>\$ 2,943.60</del>	<del>0 days</del>
<hr/>		
<b>TOTAL CHANGE ORDER COST</b> .....	<b>\$ 27,970.08</b>	<b>0 days</b>

DRAFT

August 6, 2020 - Regular School Board Meeting

**Title**

C11 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Tynes Elementary School New Classroom Addition

**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 Tynes Elementary School New Classroom Addition.

**Contact**

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,  
David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

**Financial Impact**

As budgeted in the Educational Facilities Plan for \$3,000,000.00. The architect's cost estimate is \$2,632,245.00.

**Review Comments**

**Attachments**



August 6, 2020 - Regular School Board Meeting

**Title**

C12 - Substantial Completion of Doctors Inlet Elementary School Cafeteria Expansion

**Description**

Establish a Substantial Completion date for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project, as determined by the Project Manager and Project Engineer, has reached Substantial Completion on July 27, 2020 in accordance with the project documents.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

N/A

**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 Substantial Completion.

**Contact**

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,  
David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

**Financial Impact**

None

**Review Comments**

**Attachments**

August 6, 2020 - Regular School Board Meeting

**Title**

C13 - Substantial and Final Completion of Keystone Heights Elementary School Roof Replacement/Repair (Building 10)

**Description**

Establish a Substantial and Final Completion date for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project, as determined by the Project Manager and Project Engineer, has reached Substantial Completion on July 9, 2020 and Final Completion on July 16, 2020 in accordance with the project documents.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

N/A

**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 Substantial and Final Completion.

**Contact**

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,  
David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

**Financial Impact**

None

**Review Comments**

**Attachments**

☉ [KHE Roof Replacement.Repair Bldg 10 Substantial & Final Completion.pdf](#)

# School District of Clay County Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below is substantially completed and has been constructed in accordance with said documents.

Project Title: Re-Roof Building # 10

School: Keystone Heights Elementary

SDCC Project Number: C-24-19/20

OEF Project Number: N/A

Project Engineer: Brian Boatright

Project Contractor: BB&G Contracting

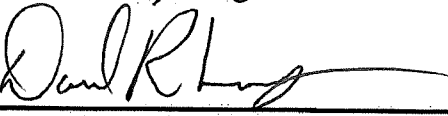
Date of Substantial Completion: July 9, 2020

  
\_\_\_\_\_  
Signature: Contractor

Date: 7-9-2020

  
\_\_\_\_\_  
Signature: Architect/Engineer

Date: 7-9-2020

  
\_\_\_\_\_  
Signature: Project Manager

Date: 7-16-2020

  
\_\_\_\_\_  
Signature: Code Enforcement

Date: 7-16-20

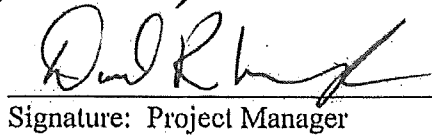
## Clay County District Schools Certificate of Final Completion


Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached final completion and has been constructed in accordance with said documents.

Project Title: Roof Replacement/Repair (Building # 10)  
School: Keystone Heights Elementary  
SDCC Project Number: C-24-19/20  
OEFIS Project Number: N/A  
Project Engineer: Brian Boatright  
Project Contractor: BB&G Contracting  
Date of Final Completion: July 16, 2020

  
Signature: Contractor Date 7.17.2020

  
Signature: Architect/Engineer Date 7-17-20

  
Signature: Project Manager Date 7-16-2020

  
Signature: Code Enforcement Date 7-20-20

SSD-1-5013  
E 04/21/2009

August 6, 2020 - Regular School Board Meeting

**Title**

C14 - Substantial and Final Completion of Lakeside Junior High School Parking Lot Renovation

**Description**

Establish a Substantial and Final Completion date for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project, as determined by the Project Manager and Project Engineer, has reached Substantial Completion on June 29, 2020 and Final Completion on July 15, 2020 in accordance with the project documents.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

N/A

**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 Substantial and Final Completion.

**Contact**

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,  
David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

**Financial Impact**

None

**Review Comments**

**Attachments**

☉ [LSJ Parking Lot Renovation Substantial & Final Completion.pdf](#)

# School District of Clay County Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below is substantially completed and has been constructed in accordance with said documents.

Project Title: Parking Lot Renovation


School: Lakeside Junior High School

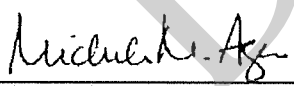
SDCC Project Number: C-14-19/20


Project Engineer: Michele Agee

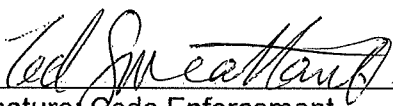
Project Contractor: Besch and Smith Civil Group, Inc.

Date of Substantial Completion: June 29, 2020

  
\_\_\_\_\_  
Signature: Contractor Date: July 7, 2020

  
\_\_\_\_\_  
Signature: Architect/Engineer Date: 7 July 2020

  
\_\_\_\_\_  
Signature: Project Manager Date: 7-7-2020

  
\_\_\_\_\_  
Signature: Code Enforcement Date: 7-7-20

## Clay County District Schools Certificate of Final Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached final completion and has been constructed in accordance with said documents.

Project Title: Parking Lot Renovation

School: Lakeside Junior High


SDCC Project Number: C-14-19/20

OEFIS Project Number: N/A

Project Engineer: Michele Agee

Project Contractor: Besch and Smith Civil

Date of Final Completion: July 15, 2020

  
Signature: Contractor


Date 22 July 2020

  
Signature: Architect/Engineer

Date 22 July 2020

  
Signature: Project Manager

Date 7-22-2020

  
Signature: Code Enforcement

Date 7-22-20

August 6, 2020 - Regular School Board Meeting

**Title**

D1 - Resolution Condemning Racism and Affirming the Commitment of the School Board of Clay County, Florida to an Inclusive School Environment for All (Mrs. Kerekes)

**Description**

The School Board, due to recent events, has become increasingly aware of the prevalence of injustice, inequity and discrimination throughout the United States of America. The School Board of Clay County, Florida stands together in its commitment to foster an inclusive, educational environment. The Resolution evidences the Board's commitment to an educational environment in which every student, teacher, administrator, parent, support professional and community member is treated with dignity and respect, and also the Board's commitment to continue the pursuit of justice and equal human and civil rights for all.

**Gap Analysis**

N/A

**Previous Outcomes**

N/A

**Expected Outcomes**

It is expected that the Resolution will be approved.

**Strategic Plan Goal**

N/A

**Recommendation**

Approve the Resolution

**Contact**

Janice Kerekes, School Board of Clay County; J. Bruce Bickner, School Board Attorney

**Financial Impact**

None

**Review Comments**

**Attachments**



## School Board of Clay County

### August 6, 2020 - Regular School Board Meeting

**Title**

D2 - Human Resources Special Action

**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](mailto:brenda.troutman@myoneclay.net)

**Financial Impact**

None

**Review Comments**

**Attachments**

## School Board of Clay County

### August 6, 2020 - Regular School Board Meeting

#### Title

D3 - Public Hearing to Approve as Advertised Modifications to the 2019-2020 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 2019-2020 SPP was reviewed and amended. The newly added language is in accordance with state law. Without approval of the proposed changes to the 2019-2020 SPP, the district will not be in compliance with Florida Statute.

#### Previous Outcomes

The district is currently following the 2019-2020 Student Progression Plan. This plan does not include the most recent changes to legislation. The revised plan will ensure the implementation of statutory requirements related to student progression.

#### Expected Outcomes

In accordance with state statute, an advertisement on the proposed revisions to the 2019-2020 Student Progression Plan will be made public and, after 30 days, a public hearing and a vote will be held to give consideration to the proposed modifications. The consideration of these changes will allow the district to be in compliance with legislation.

#### Strategic Plan Goal

1.1 Develop a high quality and aligned instructional system

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

#### Recommendation

That the School Board approve the advertisement of revisions and notice of public hearing for the Student Progression Plan 2020 - 2021.

#### Contact

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

#### Financial Impact

None

#### Review Comments

#### Attachments

- ☉ [Student Progression Plan 2020 - 2021 - Redlined DRAFT.pdf](#)
- ☉ [Rationale for 20-21 SPP Changes.pdf](#)
- ☉ [Student Progression Plan 2020 - 2021 - Un-Redlined DRAFT.pdf](#)
- ☉ [Advertise Public Hearing Student Progression Plan.pdf](#)



# STUDENT PROGRESSION PLAN

~~2019~~ 20 - ~~2020~~ 21

~~ADDISON G. DAVIS~~ DAVID S. BROSKIE  
SUPERINTENDENT OF SCHOOLS  
SCHOOL DISTRICT OF CLAY COUNTY

JANICE KEREKES	DISTRICT 1
CAROL STUDDARD	DISTRICT 2
TINA BULLOCK	DISTRICT 3
MARY BOLLA	DISTRICT 4
ASHLEY GILHOUSEN	DISTRICT 5

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DRAFT



## **INTRODUCTION**

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule the administrative procedures required in state legislation. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

Florida Statute 1008.25 states:

Each district school board shall establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards.

## **FLORIDA STATE STANDARDS**

Student Performance Standards in Florida are defined as the K-12 Academic Standards for the State of Florida, inclusive of the Next Generation Sunshine State Standards, and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12.

## **GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND PLACEMENT**

Student promotion in the Clay County School District is based upon an evaluation of each student's progress toward meeting the appropriate grade level expectations. Decisions regarding promotion and retention should be based on consideration of the following:

Progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards/Grade Level Expectations, district competencies and objectives and other data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.

Students who do not satisfactorily achieve established objectives for the grade or course to which they are assigned, may be assigned to the same grade for the next school year or

given alternative assignment. The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. The purpose is to provide assistance to students who do not meet district and state expectations for proficiency in ELA, science and mathematics and/or to improve behavior and attendance by way of interventions. The plan may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions that may include, small group interventions within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA; science and/or mathematics); consideration for ESE services; behavior contracts, attendance improvement plans, and other remedial activities as determined by the school district. A student's level of proficiency in the areas of reading, writing, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Science proficiency was added in 1999 with statewide measurement beginning in 2003. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school coursework (grades 6-12) or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, contracted academic services (previously approved), modified curriculum, exceptional education services, class size reduction, and suspension of other curriculum offerings in areas other than reading, writing, and mathematics or in those subjects specifically required for graduation in grades 9-12.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and junior high school years. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documentation by either the student's RtI Plan or the student's IEP.

Students scoring a Level 1 on the statewide assessment test in reading for grade 3 must be retained. It should be noted that no social promotion/Administrative placement (1008.25(6)(a) F.S.) is allowed. Florida statutes prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion, administrative placement or placement at the next grade level without regard for student mastery of the appropriate Florida Standards.

## **STATEWIDE STUDENT ASSESSMENT PROGRAM**

All students must participate in statewide assessment tests at designated grade levels as required by S.1008.22 F.S. The primary purposes of the student assessment program are

to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

- Assess the annual learning gains of each student toward achieving the Florida Standards or Next Generation Sunshine State Standards appropriate for the student's grade level.
- Provide data for making decisions regarding school accountability and recognition.
- Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard diploma.
- Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- Provide information on the performance of Florida students compared with that of other students across the United States.

### **GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS**

Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, setting and learning activities, and/or diagnostic and assessment procedures in eligible students as required by S.1008.22 F.S. The educational program shall provide services which support the program goals and lead to improved discipline. Student participation in such programs shall be for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

Students in grades 1-12 shall be eligible for participation in these programs based upon the following Early Warning System criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
  - Course failure in English Language Arts or mathematics during any grading period. A Level 1 score on the statewide, standardized assessments in English
  - Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).
- The student's attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- The student has one or more suspensions, whether in school or out of school.
- The student has a pattern of excessive absenteeism or has been identified as a

- habitual truant.
- The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
  - Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
  - Severely threatens the general welfare of students or others with whom the student comes into contact.
  - The student is identified by a school's early warning system pursuant to s. 1001.42(18)(b).
  - "Second chance schools" means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. As partnership programs, second chance schools are eligible for waivers by the Commissioner of Education from State Board of Education rules that prevent the provision of appropriate educational services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings.

Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior high school, or high school level. Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of technical education, pre-employment training, and behavioral management. Such programs shall utilize instructional teaching methods appropriate to the specific needs of the student.

Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the effective, pedagogical, and content-related skills necessary to meet the needs of these students.

Each district providing a program for dropout prevention and academic intervention program pursuant to the provisions of this section shall maintain for each participating student records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned or the type of academic intervention services provided and an evaluation of the student's academic and behavioral performance while in the program. The school principal or his/her designee shall prior to placement in a dropout prevention and academic intervention or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt request, to the student's parent, guardian, or legal custodian. The parent, guardian, or legal custodian of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents or guardians of student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review

of any action by school personnel relating to such placement.

## **MILITARY FAMILIES AND TRANSFERS**

The “Interstate Compact on Educational Opportunity for Military Children” was implemented to accommodate children from military families who have been transferred from one state to another. The purpose of the “Compact” is to make this transition as seamless as possible. The “Compact” applies to active members of the uniformed services, members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement, and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

### **TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT**

In the event that official educational records cannot be obtained by the parent, the sending school will furnish a complete set of “unofficial educational records.” When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. Copying fees will not exceed the reasonable cost of reproduction. If necessary;

- Upon enrolling the student, the receiving school will request official records from the sending school. Upon receipt of this request, the school will furnish the records within ~~ten (10) business~~ **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.
- When the student transfers before or during the school year, the receiving school

- will initially honor placement of the student in educational courses based on the student's enrollment in the sending state/school or based on the educational assessment conducted at the sending school. Continuing the student's academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement;
- In compliance with IDEA, the receiving school will initially provide comparable services to a student with disabilities based on his/her current "Individualized Education Program" (IEP) and make reasonable accommodations and modifications for incoming students with disabilities, subject to an existing 504 Plan, in order to provide the student with equal access to education. The receiving school may then perform subsequent evaluations to ensure appropriate placement and services;
  - School districts shall have flexibility in waiving course/program prerequisites for placement in courses/programs.

#### **ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES**

- A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, will be granted additional excused absences at the discretion of the Superintendent or Principal to visit with his or her parent/legal guardian.

#### **GRADUATION OF CHILDREN FROM MILITARY FAMILIES**

In order to facilitate the on-time graduation of children of military families, schools will incorporate the following procedures:

- Waive specific course requirements for graduation if similar coursework has been satisfactorily completed in the sending school OR will provide reasonable justification for denial. If a waiver is not provided to a student who would qualify to graduate from the sending school, the receiving school will provide an alternative means of acquiring coursework for that graduation to occur on time;
- Exit exams: Receiving schools will accept any of the following testing information:
  - Exit or end-of-course exams required for graduation from the sending state;
  - National norm-referenced achievement tests;
  - Alternative testing in lieu of testing requirements for graduation in the receiving state.
- Students transferring under the "HOPE Scholarship Program" are eligible for all programs offered by the District or a school.
- In case a student transfers during their senior year and is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student met the graduation requirements from that school.
- Clay Virtual Academy students from military families that move from Clay County but maintain residency in Florida and a mailing address in Clay county that is checked regularly may remain enrolled in Clay Virtual Academy. Due to onsite

state testing requirements, most will want to continue enrollment as a homeschooled student.

### **ELIGIBILITY**

- Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law will be sufficient for the purpose of enrollment and all other actions requiring parental participation and consent;
- A transitioning military child who is placed in the non-custodial parent or other person standing in loco parentis, may continue to attend the school in which they are enrolled while residing with the custodial parent;
- The school will make every effort to obtain eligibility privileges for extracurricular activities, regardless of application deadlines, working in conjunction with the state high school athletic association, to the extent they are otherwise qualified.

### **OVERSIGHT, ENFORCEMENT AND DISPUTE RESOLUTION**

Please refer to the “Interstate Compact on Educational Opportunity for Military Children” for information related to disputes or controversies. In addition, contact the Clay County School District with questions pertaining to this subject.

## ELEMENTARY EDUCATION (K-6)

### ADMISSION AND DISTRICT REQUIREMENTS

#### **Kindergarten (F.S. 1003.21)**

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. **NO PROVISION FOR EARLY ADMISSION TO KINDERGARTEN EXISTS.**

#### **First Grade (F.S. 1003.21)**

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- Enrollment in a public school; or
- Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21. **NO PROVISION FOR EARLY ADMISSION TO FIRST GRADE EXISTS.**

#### **First Entry to the Clay County District Schools**

Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- Proof of date of birth for kindergarten and grade one students. (F.S. 1003.21) If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in Florida Statute 1003.21:
  - A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
  - An insurance policy on the child's life that had been in force for at least two years;
  - A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
  - A passport or certificate of arrival in the United States showing the age of the child;
  - A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
  - If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

A homeless child, as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.



- A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12. Required immunizations include (F.S. 1003.22):
  - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
  - Two or three doses of hepatitis B (HepB) vaccine
  - Three, four, or five doses of polio vaccine \*
  - Two doses of measles-mumps-rubella (MMR) vaccine
  - Two doses of varicella vaccine for K-8 \*\*
  - One dose of varicella vaccine for grades 10-12

\*If fourth dose of vaccine is administered prior to fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.  
 \*\*Varicella vaccine is not required if varicella disease is documented by health care provider.
- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- Social Security Number (District request)

## **TRANSFER DISTRICT REQUIREMENTS**

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in F.S. 1003.21 and F.S. 1003.22 and will be subject to the following conditions (this includes HOPE Scholarship Program transfers):

### **In-State Transfers from Nonpublic Schools to Kindergarten**

Students transferring from a nonpublic Florida Kindergarten to the Clay County District Schools must provide:

- Evidence of date of birth (five years of age on or before September 1)
- Proof of immunization
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

### **In-State Transfers from Nonpublic Schools to First Grade**

Pupils transferring from a nonpublic first grade must provide:

- Evidence of successful completion of kindergarten in a nonpublic Florida school
- Evidence of date of birth (six years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months
- Proof of immunization and

- Social Security Number (District request)

### **Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools**

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- Evidence of immunization against communicable diseases as required by F.S. 1003.22 on a Florida 680 or 681
- Evidence of date of birth in accordance with F.S. 1003.21
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

### **Home Education Program Entry or Reentry (FS 1003.21/1002.41)**

When a student is transferring into Clay County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- Age and maturity;
- Standardized achievement test results;
- Previous record in public and private schools which include state assessments and;
- Evidence of work and achievement while in home education

**Final grade placement will be determined by the principal at the end of four weeks (6A 1.09)**

### **Assigning Grades to Transferring Students**

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled**.

Transfers from one CCSD elementary school to another will be through Focus.

### **Assigning Report Card Grades**

Receiving schools shall assign progress report grades when the student has been enrolled in the school fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

In no way will an academic penalty be used for a “code of conduct” violation with the exception of cheating or plagiarism.

### Conversion Chart (Grades 3-6)

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

A+ = 100	A = 95	O = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 75
D+ = 69	D = 65	U = 59
	F = 55	

Grades earned outside 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 2 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, parent is notified with explanation given.
- Consistent with School Board rules and in accordance with state statute (1012.28(5)F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in a program(s) or classes.

## ELEMENTARY INSTRUCTION

### PHYSICAL EDUCATION AND RECESS

Florida Statute 1003.455 requires each district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles. K-5

students and 6<sup>th</sup> grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- required to enroll in a remedial course
- parent indicates in writing to the school that:
  - parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
  - student is participating in physical activities outside the school equal to or in excess of mandated requirements.

“Free-play” recess will be included in the elementary day for grades K - 5 for 120 minutes weekly. (HB 7069)

## **REGULAR PROGRAM**

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curriculum. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. (Chapter 1001, Part II). Schools may also offer courses in art, music, media, and/or technology. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Florida State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

## **HOMEWORK (SDCC Policy 4.40)**

Homework is defined as assignments which support specific concepts taught during the school day. Incomplete class work is not considered to be homework, but rather a continuation of the student’s daily class work responsibility. Because all Clay Virtual Academy course work is completed outside the traditional classroom, this policy does not apply to CVA students.

Homework should not exceed 20-30 minutes for K-3 or 30-45 minutes for 4-6. Individually assigned, rather than class assignments, are strongly recommended. No homework is to be assigned over school holidays. No homework is to be assigned during statewide assessment tests.

## **MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING**

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the [Elementary and Secondary Education Act \(ESEA\)](#) [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) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

- Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
- Evidence-based curriculum and instructional approaches have a high probability of success for most students.
- Instruction is differentiated to meet individual learning needs.
- Reliable, valid, and instructionally relevant assessments include the following:
  - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
  - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
  - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and

- evaluating instruction/intervention effectiveness.
- Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
  - Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
- Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
  - Student response to instruction/intervention (MTSS) data are used to guide meaningful decision making.
  - Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
  - Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
  - All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

### **Problem Solving Process**

The problem-solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:

Step One: Define the problem 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 in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed-through grade level/content area

team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student’s deficiency isn’t remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended.

If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Intensive remedial instructional strategies may include but are not limited to:

- Summer school coursework (Grades 3 and 6)
- Extended day services (before or after school tutoring)
- Parent tutorial programs (if appropriate)
- Contracted academic services (previously approved by the district)
- Exceptional Student Education
- Suspension of curriculum other than reading, writing, and mathematics, and science
- Intensive skills development programs
- **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- Implementation of a positive behavior support plan
- Remediation plan to help the student with make-up work
- Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).
- Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3<sup>rd</sup> grade statewide, standardized ELA assessment are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).

**A review shall be conducted of MTSS Plans for all retained third grade students who did not score above Level 1 on FSA and did not meet one of the Good Cause exemptions. The Plan must address additional supports and services needed to remediate the deficiency.**

## When to consider starting an MTSS Academic or Behavior Plan

### Academic Considerations

	READING	MATH	WRITING
<b>K-2</b>	<ul style="list-style-type: none"> <li>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</li> <li>Teacher, parent, or other instructional personnel recommendation</li> <li>Report card reflects skills not mastered as expected for grade level</li> </ul>	<ul style="list-style-type: none"> <li>Scoring at the at-risk level on a Clay established benchmark assessment if supported by other data sources</li> <li>Teacher recommendation</li> <li>Report card reflects skills not mastered as expected for grade level</li> </ul>	<ul style="list-style-type: none"> <li>Report card reflects skills not mastered as expected for grade level</li> <li>Teacher recommendation</li> <li>Clay established assessment rubric demonstrates weakness in writing skills</li> </ul>
<b>3-6</b>	<ul style="list-style-type: none"> <li>Scoring at the at-risk level on Clay established benchmark assessment if supported by other data</li> <li>Teacher, parent, or other instructional personnel recommendation</li> <li>Report card reflects skills not mastered as expected for grade level</li> <li>Scored at level 1 or 2 on FSA for the two previous school years</li> <li>Required for retained 3<sup>rd</sup> grade readers</li> </ul>	<ul style="list-style-type: none"> <li>Scoring at the at-risk level on Clay established benchmark assessment if supported by other data</li> <li>Teacher recommendation</li> <li>Report card reflects skills not mastered as expected for grade level</li> <li>Scored at level 1 or 2 on or FSA for the two previous school years</li> </ul>	<ul style="list-style-type: none"> <li>Report card reflects skills not mastered as expected for grade level</li> <li>Teacher recommendation</li> <li>Clay established assessment rubric demonstrates weakness in writing skills</li> </ul>

### Behavioral Considerations

<b>K-6</b>	<ul style="list-style-type: none"> <li>Discipline referrals, Clay Behavior Universal Screener, Schoolwide Positive Behavioral Interventions and Supports (PBIS) data</li> <li>Students who exhibit externalizing or internalizing behaviors</li> <li>Students who present many behavioral challenges in and out of the classroom</li> <li>Students experiencing in-class consequences but do not get discipline referrals</li> <li>Students in ESE settings who may still need additional behavioral supports</li> <li>Teacher, parent, or other instructional personnel recommendation</li> </ul>
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## **READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25)**

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

## **Reading Scholarships**

FS 1002.411 provides reading scholarship accounts for students. Contingent upon available funds, and on a first-come, first-served basis, each student in grades 3 through 5 who is enrolled in a Florida public school is eligible for a reading scholarship account if the student scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.

For an eligible student to receive a reading scholarship account, the student's parent must:

- Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; StepUpForStudents.org
- Submit eligible expenses to the eligible nonprofit scholarship-funding organization for reimbursement of qualifying expenditures, which may include: instructional materials, curriculum, tuition and fees for tutoring, summer education and after-school education programs designed to improve reading or literacy skills

By September 30, the school district shall notify the parent of each student in grades 3 through 5 who scored below a level 3 on the statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

## **ATTENDANCE**

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The "Every Student Succeeds Act" changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS ([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.

### **Habitual Truancy**

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e).

If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S

If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3)). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

#### EXCUSED/UNEXCUSED ABSENCES

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
  - The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
  - The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
  - Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Excused absences are: religious instruction/holidays, sickness, injury or other insurmountable conditions, absence for medical, clinical or therapeutic treatment of autism spectrum disorder, or absences due to participation in an academic class or program or as otherwise excused by the principal.

Students who have excused absences must be allowed to **make up missed work**. If a student has excessive absences, then he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day that a paper, project, test or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned prior to the absence is due the day the student returns. Work assigned during the absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established which indicates otherwise.

For unexcused absences, including out of school suspension, work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded. Work assigned and due during the time of an unexcused absence may be accepted for credit at the

discretion of the teacher.

Attendance for CVA is documented as follows:

- Students in grades K-5 must follow pace chart for each week;
- Students in grades 6-12 must stay on pace for each week (minimum of 5% per week);
- Any day a K-5 student does not log in is considered an absence if coursework is not up to date;

The Learnfare program requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced. (SDCC 4.54)

**Per School Board Policy, Perfect Attendance is awarded to students that have been neither absent nor tardy.** Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. To prevent parents from sending their child to school and then checking them out 30 minutes later, a student checked out prior to 10 a.m. will be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. (SDCC Policy 4.02 G)

#### **ASSESSMENT (F.S. 1008)**

Students in grades kindergarten through 6 are evaluated annually. **All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.** Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Education, for students with a 504 plan, and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP), 504 Plan or the English Language Learners Plan (ELL).

The Florida Standards Assessments (FSA) (<http://fsassessments.org>) elementary testing requirements are as follows:

**Florida Kindergarten Readiness Screener (FLKRS)** – (F.S. 1002.69) All school districts are required to administer the statewide screening based upon the VPK standards to each kindergarten student in the school district within the first 30 school days of the school year. Data will be used to identify students in need of intervention and support. Retained kindergarten students will not be screened. Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

**FSA English Language Arts – Writing**– The FSA Writing component is administered to all fourth, fifth, and sixth grade students. Results for the Writing Component will be combined with the FSA English Language Arts assessment for

one combined score.

**FSA Mathematics** – This test is administered to all students in grades 3, 4, 5 and 6.

**FSA English Language Arts** – This test is administered to all students in grades 3,4,5, and 6 in a separate assessment window from the FSA Writing component. Results from the English Language Arts assessment are combined with the FSA Writing component for one combined score.

**Statewide Science Assessment** – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

**ACCESS 2.0** – This test is administered to all ELL (English Language Learner) students with a code of “LY” on the first day of the test administration window.

### **Progress Monitoring**

- Clay County District schools will use the i-Ready reading diagnostic three times a year for reading progress monitoring in grades K-8. \*K-3
- Clay County District schools will use the Achieve3000 LevelSet three times a year for reading progress monitoring in grades 4-10.
- Clay County District schools will use the i-Ready reading diagnostic three times a year for math progress monitoring in grades K-8.

Student performance on teacher developed commercially produced assessments determine grades on report cards. Required district achievement testing and statewide assessments do not impact the student’s report card grade.

## **ELIGIBILITY FOR ALTERNATE ASSESSMENT**

### **FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

#### **Participation Guidelines**

All Florida students participate in the state’s assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

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) who are identified as LY, or active ESOL learners are required to take the annual ACCESS 2.0 assessment in accordance with Rule 6A-6.0902.

## **REPORTING PUPIL PROGRESS**

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, social studies and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

## **REPORT CARDS - F.S. 1003.33**

Student report cards will be issued every nine weeks. Incomplete work must be completed for a grade within two weeks of the last day of the grading period. This may not extend past the last day of school. Extensions for illness or incapacitating accident must be approved by the Principal.

Report cards will contain:

- The student's academic performance in each class or course grades 3-6 based upon examinations as well as written papers, class participation, and other academic

performance criteria (performance will be considered at grade level unless otherwise stated)

- The student’s conduct and behavior
- The student’s attendance, including absences and tardies

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Students in Kindergarten – Second grade with significant cognitive disabilities and working on the Participatory or Supported Level *Florida State Standards Access Points* will be evaluated with a modified report card. **All other students will be evaluated with the standard grade level report card.**

### REPORT CARDS K-1

The Report Cards for K-1 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health. These grades are evaluated through the use of the following scale:

- E - Excellent - Student consistently exceeds grade level expectations. (90% - 100%)
- S - Satisfactory - Student consistently meets grade level expectations. (70% - 89%)
- N - Needs Improvement - Student does not consistently meets grade level expectations. (60% - 69%)
- U - Unsatisfactory - Student does not meet grade level expectations. (59% and below)

Conduct and behavior is evaluated by the teacher using the following scale:

- O - Outstanding
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

### REPORT CARDS 2-6

The Report Cards for 2-6 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health are evaluated through the use of the following scale:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Conduct and behavior is evaluated by the teacher using the following scale:

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Students may also participate in courses such as physical education, music, art and technology. Performance or nonperformance in these classes may be communicated by the teacher via the district's Parent Portal.

**EVERY GRADING PERIOD, THE TEACHER WILL INDICATE WHETHER THE STUDENT IS WORKING ON (ON GRADE LEVEL), OR BL (BELOW GRADE LEVEL) FOR ALL CORE ACADEMIC SUBJECTS.**

#### **HONOR ROLL (GRADES 2-6 ONLY)**

To be eligible for the Honor Roll in grades 2-6, students must be working **on grade level**. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all "A's" and/or "A's and B's" but are not working on grade level.

##### **For "A" Honor Roll:**

All "A's" are required in Language Arts, Math, Science/Health, and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward Honor Roll. To attain year-long "A" honor roll the student must attain "A" honor roll each grading period during the year.

##### **For "A/B" Honor Roll:**

Grades of "A" or "B" are required in Language Arts, Math, Science/Health and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward the Honor Roll. To attain year-long honor roll for "AB" the student must achieve honor roll each grading period during the year.

#### **ELEMENTARY GRADE PLACEMENT K-6**

State law (1003.21(2)F.S.) places the responsibility for the placement of students with the school district. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. School personnel should utilize available

resources to achieve parental understanding and cooperation regarding grade placement. **The final decision for promotion or retention is the responsibility of the building Principal (1012.28(5)F.S.).**

#### **MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)**

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

#### **PROMOTION**

Promotion is based on mastery performance standards approved by the State Board of Education according to Florida Statute 1003.41 for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in reading, writing, science, and mathematics at each grade level as defined in the Florida State Standards. This also includes proficiency in statewide assessments below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account student learning style.

**No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25).** Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Standards Assessment.

Promotion, assignment, or retention normally will occur at the end of the school year or at

the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal.

Students in grade 6 must earn a promotion credit in Language Arts, Math, Science, and Social Studies to be promoted to 7<sup>th</sup> grade. To earn a promotion credit a student must earn a "D" or better on grade level in the subject area. A student may earn only one promotion credit in Summer School. A student can earn an additional promotion credit for promotion purposes through a state approved virtual instruction provider.

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade promotion, mid-year promotion, and subject-matter acceleration within the same school; virtual instruction in higher grade level subjects pursuant to S. 1002.3105 (2) (a).

Additional ACCEL options include enriched science, technology, engineering, and math (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options available within the principal's school.

### **STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS – RULE 6A-1.094222**

Mid-year promotion of retained third grade students must occur during the **first** semester of the academic year.

To be eligible, a student must demonstrate that he/she:

- Is a successful and independent reader as demonstrated by reading at or above third grade level; **and**
- Has progressed sufficiently to master appropriate fourth grade reading skills; **and**
- Has at least a "C" average in reading, math, science, and social studies at the third grade level.

The student must be able to demonstrate that he/she has the ability to perform satisfactorily at a fourth grade reading level consistent with the month of promotion to fourth grade as presented in the ELA Curriculum Guides. Evidence of demonstration of mastery will be:

- Successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; **or**
- A score at the 45<sup>th</sup> percentile or higher on the SAT-10 reading test or iReady reading equivalent of the 50<sup>th</sup> percentile or above which is consistent with the month of

promotion to fourth grade.

To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:

- Be selected by the district;
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- Include evidence of mastery of the standards assessed by the grade 3 FSA ELA;
- Include evidence of beginning mastery of grade 4 standards. This includes multiple choice, text-based response, and passages that are approximately 50% literary text and 50% information text and;
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The RtI/MTSS Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

#### **DETERMINATION REGARDING PROMOTION**

The basis for making the determination regarding promotion should reflect student performance according to:

- Proficiency with state standards as determined by i-Ready diagnostic reports in grades K-8\*
- Student growth as determined by i-Ready diagnostic reports in grades K-8\*
- Classwork and formative/summative assessments (reported grades)
- Performance on required statewide assessments
- Other objective data presented by teacher (Achieve3000 Lexile Level, LLI Reading Level, etc.)

Recommendation of the Individual Education Plan (IEP) team.

#### **ACCELERATION**

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter

acceleration when the promotion or acceleration occurs within the principal's school.

The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance.

### **Acceleration Options:**

- **Whole Grade Promotion** – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, **the student will be returned to the former placement.**
- **Mid-year Promotion** – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.
- **Subject Matter Acceleration** – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options.

## **STUDENTS WITH DISABILITIES**

Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be determined by the IEP team and based on the student meeting the goals and objectives on the Individual Education Plan. See Good Cause regarding mandatory grade 3 retention if applicable.

## **REMEDIATION**

### **REMEDIATION K-6**

A student exhibiting substantial reading difficulty must receive intensive reading instruction both during and outside the literacy block. Remediation should also be supported in the content area subjects. This must occur immediately following the identification of the reading deficiency. The student must continue to be given reading

instruction until the deficiency is remedied.

Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:

- Additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
- Implementation of an individual intervention plan developed, in conjunction with a parent or guardian that is designed to assist the student( in meeting state and district expectations of proficiency.
- Contingent upon available funds, access to the "Reading Scholarship Accounts" program.

### **SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE) (F.S. 1003.4156)**

In order to be promoted to grade 9, junior high students must successfully complete the following during their 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade years:

- 3 **courses** in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school **credit**, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)
- 3 courses in Social Studies (one of which must be Civics which includes a statewide, standardized EOC that constitutes 30% of the student's final grade. A middle grades/junior high student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two-year-long courses in social studies that include coverage of civics education.)
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)
- F.S. 1003.455 Requires one semester of physical education each year for students enrolled in grades 6-8.

Sixth grade students who score Level 1 or 2 on the FSA ELA must complete a remedial course or a content area course in which remediation strategies are incorporated in course content the following year. Students scoring a Level 2 on FSA Reading will be assessed



at the end of the sixth grade to determine placement in intensive reading or placement in a content area reading course in seventh grade.

Sixth grade students who score Level 1 or 2 on the FSA Math must receive remediation that may be integrated into the required math course the next year. Refer to page 19 for requirements of RtI Plans for students scoring Level 1 or 2 on FSA.

## **SIXTH GRADE FAST TRACK PROGRAM**

This program allows selected 6<sup>th</sup> 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 1<sup>st</sup>
- Student must attend summer school
- Principal recommends for Fast Track; requires District Office approval

Contact the school guidance counselor for more information.

## **RETENTION**

### **GENERAL REQUIREMENTS**

Students failing to achieve district levels of expectation **must** receive remediation. If, after remediation, they are still deficient, they **may** be retained.

### **Recommended Steps for Retention Consideration**

- Identify potential students and verify whether the students are receiving support services through an active monitoring plan or Individual Education Plan or 504 Plan.
- In consultation with the principal, teachers will notify parents **prior** to the last nine weeks of the school year.
- Students who have difficulty meeting promotion requirements should be evaluated for retention by the professional team (administrator, teacher, and counselor). Consideration should be given for a referral to the Response to Intervention Team/MTSS, Student Services Team, and/or counseling.

No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should determine if a student is ready for the work of the next grade level.

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

The school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

Students in grades K-6 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

### **MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25)**

It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

If the student's reading deficiency is not remedied by the end of the grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.

If a grade 3 student transfers after the administration of the Florida Standards Assessment, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade. The assessment, identified by the state, is the SAT-10 or iReady Reading. The student must score 45% or higher on the SAT-10 or 50th percentile or higher on the iReady diagnostic to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause".

Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause".

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FSA is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.

Each school district shall conduct a review of MTSS Plans (or Individual Education Plans for students with disabilities) for all retained third grade students who did not score above

Level 1 on the FSA ELA and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.

Third grade students who are retained must be provided intensive interventions in reading to eliminate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.

Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a Good Cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.

The school district shall require a student portfolio to be completed for each retained third grade student.

Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including scientifically research-based reading instruction and other strategies, which may include, but are not limited to: integration of science and social studies content within the reading block; small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3<sup>rd</sup> and 4<sup>th</sup> grade students; extended school day, week, or year (summer reading camps).

Provide students who are retained with a highly effective teacher.

Retained third grade students who have received intensive instructional services who subsequently score Level 1 must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

## **EXEMPTION FOR GOOD CAUSE**

### **GOOD CAUSE EXEMPTIONS FOR GRADE 3**

The district school board may only exempt students from mandatory retention in grade 3 for Good Cause. Good Cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.
- Students with disabilities whose Individual Education Plan indicates that participation in FSA is not appropriate.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (SAT-

- 10 alternative assessment/iReady reading).
- All grade 3 students new to the county or students who missed the reading portion of the FSA will be administered the an alternative assessment prior to the end of the school year. All grade 3 students who scored Level 1 will also take the SAT-10 at the end of Summer Reading Camp.
  - To promote a student using the SAT-10 as an alternative assessment Good Cause exemption, the grade 3 student scoring at Level 1 Reading FSA must score at or above the 45<sup>th</sup> percentile on a parallel form of the SAT-10. The SAT-10 may only be administered **TWO** times. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student's Reading FSA scores or during the last two weeks of school, whichever occurs first, for student promotion purposes. The iReady scale score requirement for promotion is Reading 535 or higher.
  - To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
    - be selected by the district student's teacher;
    - be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
    - include evidence of mastery of the standards benchmarks assessed by the grade 3 Reading FSA ELA (2015);
    - include evidence of beginning mastery of grade 4 standards. Benchmarks that are assessed by the grade 4 Reading FSA (2015). This includes multiple choice, short text-based response, and extended response items and passages that are approximately 5060% literary text and 5040% information text, and are between 100-900 words with an average of 500 words. **For each benchmark, there must be three examples of mastery as demonstrated by a grade of "70%" or better;** and
    - be signed by the teacher and the principal as an accurate assessment of the required reading skills.
  - Students with disabilities who participate in the FSA **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K, 1, 2, or 3.
  - Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a monitoring plan (or Individual Education Plans for students with disabilities) that included specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
  - Students who have already been retained once in 3<sup>rd</sup> grade.

## **PRINCIPAL'S RESPONSIBILITY – GOOD CAUSE (F.S. 1008.25)**

Requests for Good Cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing MTSS Plan, Individual Educational Plan, if applicable, report card, and student portfolio.
- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted based upon good cause guidelines, the principal should complete a good cause attestation form and send it to the District Reading Department. The student should be coded as promoted within the FOCUS database.

## **PROMOTION (K-2, 4-6)**

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision is the responsibility of the principal.**

A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following reasons shall be the determining factor when making this decision for promotion:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a monitoring plan.
- Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
- Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on an MTSS Plan (or Individual Education Plans for students with disabilities) that includes specialized diagnostic information and specific reading strategies.

Request for exemption from retention for any student (K-2 or 4-6) with continuing reading deficiencies must be consistent with the following:

- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the

student's academic record. Such documentation can consist of the existing MTSS Plan, IEP, report card, student portfolio, or alternate testing and evaluations.

- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, he/she will sign the report card and indicate **promoted**. A statement will be added to the report card stating the data on which promotion is based.

For third grade students see Section on Mandatory Retention in Grade 3.

A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade grouping. Parents will be notified, in writing, of this placement.

Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.

Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FSA as determined by the State Board. See Mid-Year Promotion.

The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the 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 ~~school~~ are not regular school days in addition to Summer Reading Camp. The purpose of the extended day program is to provide support for the students at risk of academic failure during the school term instead of waiting until the summer to provide remedial instruction.

The principal's approval to recommend the student for academic tutoring or Summer Reading Camp should be made on the basis of the student's need to meet the district and state levels of performance in reading and writing. Grade 3 students who score Level 1 on the Florida Standards Assessment will be targeted for Summer Reading Camp.

### **STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP**

Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current monitoring plan or who meet individual school criteria for eligibility for available tutoring.

Students in grade 3, mandatorily retained, will be given the opportunity to attend Summer Reading Camp. The purpose of summer reading camp is to provide intensive reading remediation and to provide retained students with an additional opportunity for promotion to fourth grade. The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days he/she will be dropped from summer reading camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardy or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.

Students may make prior arrangements to take the SAT-10 at their district school on the last day of reading camp if they are taking remedial instruction through a private program.

In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.

English Language Learner (ELL) students are eligible.

Sixth grade students may attend summer school to remediate one course. A student can earn an additional promotion credit for promotional purposes through a state approved virtual instruction provider.

On a case by case basis Principals may determine whether previously retained, over-aged sixth graders may benefit by repeating one summer school course to be "conditionally promoted" to 7<sup>th</sup> grade where additional remediation must occur. (See Secondary PPP)

### **REQUIRED PROGRAM OF STUDY K-6**

The required program of study for elementary students in Clay County District Schools reflects state and local requirements for Elementary Education, including but not limited to, the Florida State Standards.

## **SPECIAL PROGRAMS AVAILABLE**

### **TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES**

Title I is a federally funded program designed to supplement basic education in core curriculum area of reading, math, science, and writing.

### **VIRTUAL SCHOOL (F.S. 1002.45)**

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. Students taking CVA for full time enrollment outside of Clay County must be released from their county of residence.

CVA offers full time/part-time enrollment as a franchise of Connections and FLVS, but also offers other full time programs through Pasco County Virtual School and FLVS (full time and flex). Part-time classes are available for students in 6 grade for any student who wishes to take additional classes and for 4<sup>th</sup> and 5<sup>th</sup> grade students who qualify based on state assessments. Elementary students who enroll directly with FLVS/Connections Academy as a school choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, [cva.oneclay.net](http://cva.oneclay.net). Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and require administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester.

### **CVA STUDENT CONTACT AND DROP POLICY**

Students are required to follow a pace chart (secondary) or scheduler (elementary). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the first 21 days with passing grades or they will be withdrawn from their course(s) at that point. Students who do this will be withdrawn without a grade NG. Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add



courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online. Administrators and guidance counselors will interpret this.

### **VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)**

The free Voluntary Prekindergarten Program will be offered at selected school sites during the summer and during the regular school year. Parents must provide transportation. In order to be eligible, the parent/guardian must:

- Provide a certificate of eligibility from Episcopal Children's Services.
- Provide a registered birth certificate indicating the child will be four years old on or before September 1<sup>st</sup> of the year of participation in VPK. They must be eligible to enter Kindergarten in the fall following VPK.
- Provide a physical dated within one year of the school entry date. Exemptions will be granted on religious grounds upon receiving written request from parents/guardian stating objections to the examination (F.S. 1003.22). A homeless child as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.
- Provide a valid DH 680 Florida Certificate of Immunization or DH 681 Florida Certificate of Religious Exemption for Immunization. This is the only document schools are permitted to accept as proof of immunization.
- Provide a Social Security Number (District request).

### **ENGLISH LANGUAGE LEARNERS (ELL)**

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

#### **Placement**

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may **be** responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student's current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

#### **Assessment**

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments,

regardless of their Date of Entry.

### **Retention**

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

### **Exit Procedures**

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

## **~~DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS~~**

### **~~MULTI-TIER SYSTEM OF SUPPORT~~**

~~Within a multi-tiered system of supports, resources are allocated in direct proportion to student needs. Data will be collected at each tier and used to measure the effectiveness of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. (See Multi-Tiered System of Supports)~~

### **~~EXCEPTIONAL STUDENT EDUCATION~~**

~~Programs are available to students determined eligible for exceptional student education (3-21 years of age) as described in the Exceptional Student Education Policies and Procedures document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general statewide assessment are addressed in the student's Individual Educational Plan. Gifted education, for qualified students, is available K-12.~~

### **~~HOSPITAL/HOMEBOUND~~**

~~This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.~~

## SECONDARY EDUCATION

### ARTICULATED ACCELERATION

Articulated acceleration will serve either to shorten the length of time necessary for a student to complete the requirements associated with a postsecondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses and Preliminary IB courses
- Advanced International Certificate of Education (AICE)
- Virtual Education Options; including CVA and Florida Virtual School (FLVS)
- Industry Certifications that articulate to Post secondary credit as identified by the Florida Department of Education, Gold Articulation Agreements.

Schools will notify parents of students currently in/or entering high school of the opportunity and benefits of accelerated coursework.

It is the policy of the School District of Clay County to purchase tests for students who meet the following criteria involving AP, IB and AICE tests:

- A student must be enrolled in the course in order to be eligible to take the exam, except in the case of CAP for AP tests;
- The student must earn a “C” or higher in order for the school to purchase a test for that student, except in the case of CAP for AP tests;
- CAP students and home-schooled students who are not enrolled through Clay Virtual Academy but wish to take an exam may do so at a non-refundable fee (the cost of the test at that time). Checks must be made payable to the “School District of Clay County.”

**Dual Enrollment** – Students, who qualify for Dual Enrollment may take certain college classes from specified institutions within the Florida Postsecondary Articulation Agreement and receive high school and college credit. These classes have no tuition fees and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school guidance office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released for the courses from the high school campus since these courses would be considered part of their daily schedule. Dual Enrollment courses shall not be combined with any other course.

**Early Admissions** – Early admissions is a form of dual enrollment permitting high school

students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Career early admissions is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44. These students are entitled under rule and law to all rights and privileges allowed for all seniors included, but not limited to, participation in class activities (i.e. grad night, prom, etc.), rank in class, and eligibility for class Valedictorian or Salutatorian.

### **ASSESSMENT EXEMPTION**

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including FAA if based upon medical documentation from a physician that the student is medically fragile and needs intensive care due to a condition such as congenital disorder or acquired multi-system disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The student, if the IEP determines that the student qualifies, has the following options:

- One year exemption, if approved by the superintendent, from all statewide assessments.
- One to three year exemption, if approved by the superintendent, from all statewide assessments.
- Permanent exemption, if approved by the superintendent, from all statewide assessments.

### **ATTENDANCE**

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and

intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

## **HABITUAL TRUANCY**

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, 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 intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

- If the parent or guardian in charge of the student refuses to participate in the

- remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e)..
- If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S
  - If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3)). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

## **EXCUSED/UNEXCUSED ABSENCES**

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
  - The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
  - The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal

to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and 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.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Pertaining to children of military families, students may receive 5 excused days when the absences are due to a parent/guardian leaving for active duty, on leave from active duty or returning from deployment (FS-1000.36).

**In no instance will an academic penalty be used for a "Code of Conduct" violation.**

Attendance for Clay Virtual Academy students will be documented as follows:

- Students in grades K-5 must log in each school day;
- Students in grades 6-12 must follow their pace chart and be on pace;
- Any day a K-5 student does not log in is considered an absence unless otherwise approved by a CVA administrator or guidance counselor;

- Any week a 6-12 student completes less than their pace chart % of the coursework, an absence equal to the percentage below 5 will be documented unless otherwise approved by a CVA administrator or designee.

**Perfect Attendance is awarded to students that have been neither absent or tardy.**

Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. If a student is not in attendance for half of the school day he/she would be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. -(SDCC Policy 4.02 G) Clay Virtual Academy students are not eligible for perfect attendance.

**BRIGHT FUTURES SCHOLARSHIP PROGRAM**

The “Bright Futures Scholarship Program” is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within 3 years of high school graduation. If a student enlists directly into the military after graduation, the 3-year period begins upon date of separation of active duty. If a student has a full-time religious or service obligation lasting at least 18 months, the two-year eligibility period for an initial award and the five-year period for renewal begin upon completion of the obligation. The “Bright Futures Scholarship Program” is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the “Florida Academic Scholars” and “Gold Seal Programs”. High school guidance departments can provide specific details about meeting the program's criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- 4-Levels of scholarship awards – Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV); Florida Gold Seal CAPE Scholars (GSC)
- For all 4 awards, the student must earn a Florida high school diploma and meet the requirements for the specific award.
- Each award has its own academic requirements, award amounts and funding length. A student may receive funding for only one award with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average or Industry Certification depending on the level received.
- Achieve the required SAT, ACT or PERT test scores for the level received
- Perform required number of voluntary service hours based on the level received

More information about the Bright Futures program, along with other Florida scholarship opportunities, can be found at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org).



## **CALCULATING GRADES AND GRADE POINT AVERAGE**

Semester grades will be calculated by multiplying each quarter (9-weeks) numeric grade by .45 (45%), multiplying the semester exam by .10 (10%), and adding the products together. For semester courses, a final average of “60” and above equals 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 eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. “WP” and “WF” indicators in virtual courses are not counted in the GPA calculations. Quality points are assigned by each semester average (A = 4, B = 3, C = 2, D = 1, F = 0). Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a “Standard,” “Scholar,” or “Merit” diploma. All credit-earning courses taken in grades 7-12 and through virtual programs will count in the cumulative GPA calculations. For purpose of class rank only credit earning courses taken in grades 9-12 and through virtual programs during those years will **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.”

## **CLAY VIRTUAL ACADEMY**

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. CVA offers full time/part-time enrollment as a franchise of FLVS, but also offers other full time programs through other providers (local districts, virtual charter schools, and/or FLVS full time and flex). Students may opt to take 7<sup>th</sup> or 8<sup>th</sup> period courses through Clay Virtual Academy (a franchise of FLVS) or FLVS for acceleration, original credit or grade forgiveness. For more information please see your guidance counselor or [cva.oneclay.net](http://cva.oneclay.net).

Secondary students who enroll directly with FLVS/Connections Academy as a school

choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Clay Virtual Academy is a school of choice and may not be able to accommodate all students.

- Clay County shall not deny access to any District approved online courses assuming that the desired online course(s) is an appropriate course placement based on the students' academic history, grade level, ability level and age appropriateness. This program is available to full-time and/or part-time students in virtual courses in 6-12 (FS.1002.45);
- CVA offers numerous courses during the school year, including Honors courses and Advanced Placement (AP) courses. CVA course grades are accepted for credit and are transferable. CVA is considered part of the Clay County school system and has accreditation status AdvancEd and the courses are approved by the NCAA;
- The student may participate at their zoned school's graduation if at the time of enrollment during their senior year they are in good standing with the zoned school. Any student recommended for an alternative educational setting for disciplinary reasons may not participate in the commencement exercises at their zoned school; including students who enroll at CVA in lieu of the recommended alternative educational setting.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, [cva.oneclay.net](http://cva.oneclay.net). Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester, nor after Survey 3.

## **STUDENT CONTACT AND DROP POLICY**

Students are required to follow a pace chart. If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course ~~in the~~ within the first 21 days with passing grades or they will be withdrawn from their course(s). Students who do this will be withdrawn without a grade (NG). Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add

courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online.

### **COLLEGE READY TEST SCORES**

<b><u>ACT</u></b> Reading 19 Math 19
<b><u>SAT</u></b> Verbal 440 Math 440
<b><u>PERT</u></b> Reading 106 Writing 103 Math 114

### **CORRESPONDENCE COURSES**

Credit by “correspondence courses” shall not be accepted unless transferred in as part of an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value Acceptable nationally recognized accreditation organization.

### **COURSE SEQUENCING/JUNIOR HIGH SCHOOL COURSE SEQUENCING/JUNIOR HIGH SCHOOL**

Students are generally required to enroll in a full year of mathematics, language arts, science, social studies and physical education courses in grades 7 and 8. (Please see the section entitled “Physical Education” to obtain more information on the P.E. waiver.) The core courses mentioned above are offered at various levels with the school making recommendations on the placement of the student. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course and/or a Visual and Performing Arts course for their elective.

Social Studies at the Junior High level includes a Civics course which has an EOC attached to the course counting for 30% of the students’ final grade. In addition, the student must pass the course in order to eventually be promoted to the 9<sup>th</sup> grade. The U.S. History course will include Florida History, the Declaration of Independence content and its<sup>2</sup> relationship to our government, the Federalist papers, and the U.S. Constitution.

Junior High students taking Algebra and Geometry will have an End of Course Exam (EOC) in addition to the 7th grade Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, Geometry and Civics EOC results account for 30% of the students' overall grade. Students in Junior High must pass the course with a "60" or above in order to receive the credit and be promoted. Students will have several opportunities to take the exam in order to receive the passing score.

Students in 7<sup>th</sup> and 8<sup>th</sup> grade may enroll in high school credit earning courses approved by the District. This enables the student to earn high school credits as well as meeting the junior high school promotional requirements. Clay Virtual Academy offers accelerated courses for qualified students that may allow Junior High students to accelerate into High School math, science, computers and business skills and/or foreign language credits. Common courses approved by the District for high school credit are: Algebra 1, Geometry, Spanish, Digital Information Technology (*The focus of this course is to teach students the "Microsoft Office Suite" software which will prove to be valuable to students whether or not they choose to take business classes in the future. Students must score a "Level 3" or higher on the 7<sup>th</sup> grade "Reading FSA" and possess proficient keyboarding skills to be eligible.*) and Agricultural Foundations. Digital Information Technology will count towards the Fine Arts/Practical Arts graduation requirements and is a full-year course. These courses will be offered based on demand and teacher availability. Students and parents should check with their assigned school about other credit earning courses.

## **COURSE SUBSTITUTIONS**

*For a complete list of secondary course substitutions, see the FLDOE Secondary Student Progression FAQs, Career and Technical Education (CTE) Course Substitutions and Course Code Directory.*

### **Interscholastic Sport(s), Fine Arts, and Reserve Officer Training Corps**

- Participation in an interscholastic sport for two full seasons will satisfy the one credit physical education requirement.
- Completion of one semester with a grade of "C" or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts.
  - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.
- Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one credit requirement in physical education and the one credit requirement in performing arts.
  - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

### **Career and Technical Education**

Students may substitute up to two credits in each of the non-elective core subject areas of English, mathematics, and science as provided for in the Course Code Directory (CCD).

Career and Technical Education earnings that are used as substitution credits in one subject area may not be used as a substitute for any other subject area. Career and Technical Education substitutions and approved Industry Certifications substituting for math and science credits will not count toward state university system admission requirements.

### **Military Training**

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass/fail) during the summer between the 11<sup>th</sup> and 12<sup>th</sup> grades provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored “Split Training Option” programs. Credit would be granted under the appropriate Junior ROTC course listing in the “State Course code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the DOE.

*Local schools, with the approval of the Superintendent, may offer course substitutions as provided for in the Course Code Directory.*

Local schools, with the approval of the Superintendent, may modify course delivery procedures to include extensive student involvement in field interpretations and studies outside the regular classroom. In all cases, total classroom and “field” time will equal the number of contact hours required to earn credit as well as providing for demonstrated mastery of student performance standards for each course. In the case of courses under the District Dropout Prevention Plan, course modifications as allowed by SBE Rule and Performance-Based programs, will be allowed for credit.

### **CREDIT ACCELERATION PROGRAM (CAP)**

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a “End-of-Course” (EOC) exam, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) without having to actually be enrolled in the course(s). A student may earn high school credit in Algebra I, Geometry, U.S. History or Biology I if the student passes the statewide, standardized EOC without the requirement of enrolling in or completing the course. Students are eligible to take the EOC each time that it is offered by the state. Students are responsible for the expense of the AP or CLEP test itself and possible administrative costs.

The requirements and eligibility process to participate in the CAP program are:

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;
- The parent/student must notify the school counselor or Principal in writing in a timely manner regarding their desire to participate in the CAP process;
- Students/parents must supply evidence that they are prepared to sit for the assessment or that there is reasonable justification for the request. This evidence

includes, but is not limited to, previous FCAT/FSA scores, assessment, and grades earned in recent EOC associated courses;

- Obtain the Principal's approval to take the EOC/AP/CLEP test ;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

## **DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES**

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation, but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. *Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.*

## **END-OF-COURSE (EOC) EXAMS**

Some courses require “End-of-Course” (EOC) exams. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the graduation requirement. Students, who score a Level 1 or 2 on the Algebra I EOC, may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOC’s are also required in Civics (7<sup>th</sup> grade – 30% of the students’ overall grade), Geometry (30% of the overall grade

for “Standard,” “Scholar” and “Merit” diplomas), Biology (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students); and U.S. History (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students). Please see the “Graduation Chart” for more information on graduation requirements. The District and school distributes information about EOC requirements, testing information and resources each year. Students in Junior High taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.

For Junior High students taking Civics, the EOC constitutes 30% of their grade. If a student transfers into a Florida public school after the beginning of the second semester of their 8<sup>th</sup> grade year, the student is exempt from the Civics requirement if:

- The student transcript documents passing three Social Studies courses.
- Or two year-long courses in Social Studies that include coverage of Civics education.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course (see information on CAP). Students in grades K-12 are eligible under the CAP. Home education students will not take the EOC unless the student’s parent chooses to use the EOC for the annual evaluation required by the school district as specified in section 1002.41 Florida Statutes. Homeschool parents should consult with Clay Virtual Academy about EOC’s. Students enrolled in Florida Virtual must take all required EOC’s.

Concerning students who transfer into Clay County from out of the country, out-of-state, a private school, or a home school, with a transcript that shows credit received in Algebra 1 or an EOC required course under the “Scholar” diploma status.

The transfer student is required to take:

- The Algebra 1 EOC assessment if the student is entering grade 9 and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act. After taking the Algebra I EOC at least one time, the student can satisfy the Algebra I EOC graduation requirement by achieving a score of “97” on the PERT.
- The Biology and U.S. History EOCs – for “Scholar” diploma students only – if the student entered grade 9 in 2013-14 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.



Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology and U.S. History EOC if seeking a “Scholar” diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOC’s and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a school choice scholarship, such as the McKay Scholarship, may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not required to participate in the EOC assessment. However, to meet the Scholar Diploma requirement in Biology and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

## **ENGLISH LANGUAGE LEARNERS (ELL)**

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

### **Placement**

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student’s current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

### **Assessment**

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

### **Retention**

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:



- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student’s current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

**Exit Procedures**

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

**FLORIDA SEAL OF BILITERACY**

Students who attain a high level of competency in listening, speaking, reading and writing on one or more world languages, in addition to English, will be eligible for the “Gold” or “Silver” Seal of Biliteracy. This level of attainment will then be denoted on the student’s diploma and transcript.

*The purpose for recognizing students attainment of this proficiency is to: encourage students to study ~~for~~ world languages; provide employers with a method of identifying an individual with biliteracy skills who is seeking employment; provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admissions to the postsecondary institution; affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community. Students should consult with their school counselors in order to learn more about the standards of each level.*

**A. Silver Seal of Biliteracy**

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 3 or higher on the English Language Arts/FSA assessment

**B. Gold Seal of Biliteracy**

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 4 or higher on the English Language Arts/FSA assessment

In the event that the student was not able to complete 4 years of a World Language for high school credit, there are other assessment and portfolio options that may be used to fulfill the course requirement. Students should consult with their school counselors in order to learn more about the standards, additional exam options, and performance of each level.

**FOREIGN EXCHANGE STUDENT GUIDELINES**

Only those organizations operating international exchange programs at the high school

level that are members in good standing of the “Council on Standards for International Educational Travel” (CSIET) will be allowed to place students in Clay County public schools. At no time will the number of exchange students allowed in a high school exceed one-fourth (1/4) of one percent of the total school population or more than five (5) from one organization. This provision may be waived with approval of the Superintendent of Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit the number per organization to five (5). All organizations or host families must have foreign exchange students registered with their respective schools no later than five (5) calendar weeks prior to the start of school for student each year

Under the standards prescribed by CSIET, the following policies must be met by the host family and the exchange program prior to enrolling:

- Written acceptance by the school principal or their designee prior to a host family being designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school;
- The level of the student’s English language proficiency, based on test scores from the ELTIS, must be provided to the District/School. If the student does not meet the minimum score requirement (218), the student will not be placed in a Clay County school. It is the goal of the District to make sure foreign exchange students have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment; appropriate background information and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;
- The student will be classified as a junior and must successfully complete/pass a minimum of six subjects in order to participate in graduation. Foreign exchange students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students in the District.
- All exchange students will be required to take American History, English III (American Literature), American Government, Economics, and a minimum of 3 electives. The only exception to the required courses will be if the home country required a specific curriculum for a student in a specific grade and the local school can reasonably meet the student’s course needs. Written documentation of this requirement must be included as part of the student’s records;
- Driver’s Education, if offered at the school, will not be allowed as a course for exchange students;
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- Foreign exchange students at no time will receive a Clay County diploma of any type nor participate in graduation ceremonies. They will be awarded a special certificate certifying that they successfully completed the course of study for

exchange students as prescribed by the School District of Clay County. These students will not take the FSA or other assessments that may be prescribed by the DOE since they will not be awarded a standard diploma.

- Exchange students will be limited to a one-year program or, if approved by the principal, a semester.
- Exchange students entering into Clay County high schools through immigration status require a J-1 Visa. To get a J-1 Visa the student must be in an accepted foreign exchange program.
- A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family’s residence.
- A foreign exchange student may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) rules and policies.

**FORGIVENESS “D” AND “F”**

Students in grades 9-12 may retake a course in which they earned a “D” or “F.” The higher grade earned will be used in computing their GPA. This is to allow a student whose GPA is less than 2.0 to improve their GPA in order to meet the minimum graduation requirement. The grade forgiveness policy for required courses is limited to replacing the grade of “D” or “F” with a grade of “C” or higher earned in the same or comparable course. Elective courses may replace the grade of “D” or “F” with a grade of “C” or higher in any elective course. Year-long electives will replace year-long electives; semester electives will replace semester electives. Junior High students taking high school credit earning courses may forgive grades of “C,” “D,” or “F.” Once a “C” is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student’s GPA.

**GRADING SCALE**

Florida Grading Scale for Grades 6-12 is:

Letter Grade	Progress	Numerical Equivalent	GPA Value
A	Outstanding	90-100	“4” point
B	Above Average	80-89	“3” point
C	Average Progress	70-79	“2” point
D	Below Average	60-69	“1” point
F	Failure	50-59	“0” point
I	Incomplete		

Students moving into Clay County shall have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

Letter to Numeric Grade Conversions

<b>A+ = 100</b>	<b>A = 95</b>	<b>S = 80</b>
<b>B+ = 89</b>	<b>B = 85</b>	<b>N = 75</b>
<b>C+ = 79</b>	<b>C = 75</b>	<b>U = 59</b>
<b>D+ = 69</b>	<b>D = 65</b>	
	<b>F = 55</b>	

If the student has not enrolled in school, schools will use a zero for the numeric grade.

**GRADUATION EXERCISES/DIPLOMAS**

- Students who meet the requirements for a “Standard,” “Scholar,” “Merit,” and “Certificate of Completion” shall be eligible to participate in graduation exercises, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome. Students, who fail to meet the minimum credits as prescribed by the School District of Clay County even though they have passed the state assessments, shall not participate in graduation exercises and shall not receive a “Certificate of Completion.” Students eligible for a “Certificate of Completion” shall participate in graduation exercises. It is also District and State policy that eligible students are:
  - Allowed to graduate prior to their cohorts (the 24-credit option and 18-credit ACCEL option);
  - Students who graduate prior to their cohorts may continue to participate in school and social events and other specifically named events as part of the student’s cohort, excluding athletics;
  - Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

During all phases of graduation exercises, including rehearsals, Baccalaureate and commencement, students participating will not be differentiated as to diploma or “Certificate of Completion” except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be, “*Seniors*

*of the class of \_\_\_\_ are now certified as graduates or have completed their high school course of study as prescribed by the School District of Clay County and the State of Florida.”*

**“Certificate of Completion”** – Students who meet all credit requirements for graduation, but fail to meet a state assessment requirement AND/OR the required GPA for graduation may be awarded a “Certificate of Completion.” Basic education students or students served under Section 504 of the “Rehabilitation Act of 1973” who receive a “Certificate of Completion,” or are eligible to receive a “Certificate of Completion,” may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma. The awarding of a “Certificate of Completion” applies to students choosing the 24-credit option and the 18 credit ACCEL option. A student who has not completed all requirements for the three-year option, including earning passing scores on the state assessments and achieving the required GPA, must be required to meet the 24-credit option and must attend high school for a fourth year.

It is the District’s policy that in order for a student to receive a diploma from the school in which they attended during their senior year must complete all requirements prior to the end of the summer school session. If the requirements are met after the beginning of school for the next year that student will receive an “Adult High School Diploma.”

## **GRADUATION OPTIONS**

In July 2017, the Legislature amended laws related to the high school graduation requirements. Students entering grade nine in the 2014-2015 school year and forward have several diploma options. They are:

- **24-credit Standard option (with “Scholar” and/or “Merit Designations**
- **18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option**
- **International Baccalaureate (IB) Diploma curriculum**
- **Advanced International Certificate of Education (AICE) curriculum**

All of these graduation options include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. Students may change their selection of program options (24 credit and 18 credit ACCEL options) at any time during grades 9-12. Please refer to the “Graduation Requirement” charts in order to compare programs and the criteria for each type diploma.

A few points to remember when choosing a graduation option:

- Students selecting the IB program are committed to a four-year program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for 3 years. These students are still eligible for Florida Bright Futures

Scholarships and qualify for acceleration programs (e.g.: AP, Dual Enrollment, etc.) if all criteria is met; High school credits awarded prior to the 9<sup>th</sup> 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 ELA or have a concordant score on a standardized test (ACT, SAT);
- 4 credits in Math – two of which must be Algebra 1 (must pass EOC and have exam count as 30% of course grade) and Geometry (must participate in EOC with results counting for 30% of final grade in course); two credits may be substituted with allowable industry certification that lead to college credit.
- 3 credits in Science – one of which must be Biology (must participate in EOC with results counting for 30% of final grade in course); Two of the 3 credits must have lab components; One (1) credit may be substituted with allowable industry certification that leads to college credit, Biology excluded; One (1) credit may be substituted with an identified rigorous computer science course with a related industry certification, Biology excluded;
- 3 credits in Social Science – 1 credit in U.S. History (must participate in EOC with results counting for 30% of final grade in course); 1 credit in World History; ½ credit in Economics with Financial Literacy; ½ credit in American Government;
- 1 credit in Fine and Performing Arts, Speech and Debate, or a specified Practical Arts course;
- 1 credit in Physical Education (includes integration of health)
- 8 credits in electives – elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores;

- 1 course from the above list must be an online course. This can be either a ½ or 1 credit course. The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate, OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining;
- 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work-related internships;
- The student must have a cumulative GPA of 2.0 or higher on a 4.0 scale.

**“Scholar” Designation of Standard Diploma** – same as above except for the following additions:

- Math – Earn 1 credit in Algebra II; Pass the Geometry EOC; Earn 1 credit in Statistics or equally rigorous course;
- Science – Must Pass the Biology EOC or earn minimum score for college credit on AP, AICE, or IB Biology I assessment; must take Chemistry or Physics; Earn 1 credit in a course that is equally rigorous to Chemistry or Physics;
- Social Sciences – Must Pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least 2 credits in a Foreign Language;
- Earn at least 1 credit in AP, IB, AICE, or Dual Enrollment course

**“Merit” diploma** – same as “Standard” diploma except for the following addition:

- Students pursuing a merit designation must attain one or more industry certifications.

### **International Baccalaureate (IB) Diploma**

The IB program is a rigorous pre-university course of study leading to internationally standardized tests. The program’s comprehensive two-year curriculum allows its’ graduates to fulfill requirements of many different nations’ educational systems. Students completing IB courses and exams from six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 6) Arts and Electives. IB diploma candidates must demonstrate their mastery of course work by passing a battery of comprehensive written, and in some cases oral, examinations in the six subject groups. In addition, IB candidates are required to take the course, “Theory of Knowledge,” complete 150 hours of community service projects and extra-curricular activities, and to write an extended essay. Students in schools enrolled in IB courses do not have to pay to take the exams.

### **Advanced International Certificate of Education (AICE) Diploma**

AICE is a program that is a rigorous pre-university course of study, leading to internationally standardized examinations under the Cambridge International Examination program. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations. AICE students are required to select seven tests, one test from each of four



major subject groups: Math and Science, Languages, Arts and Humanities, Global Perspectives and the remaining three examinations from any of the subject areas the student chooses with a maximum of two credits coming from the optional category..

The two schools in Clay County that offer the AICE program are Fleming Island High School and Oakleaf High School. The AICE program is considered an Academy and students must be either zoned for those schools in order to participate or among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact those schools.

For an AICE diploma, a candidate must earn the equivalent of seven credits by passing a combination of exams at either the full (one-credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from Global Perspectives and one course from each of the other three curriculum areas. Students in schools enrolled in the AICE courses do not have to pay to take the exams.

### **ACCEL (18-credit) Diploma**

Students who choose this option are only required to earn 18 credits. The core credits (Math, Language Arts, Social Sciences, and Science) are the same as the standard diploma types. These students pursuing the ACCEL diploma option do not have to earn a Physical Education credit, the online course credit is not required, and only 3 elective credits are needed instead of 8 elective credits. All other requirements are still in effect.

### **Online Credit Graduation Requirement**

Students may meet this requirement by completing and passing an online high school course offered by the following:

- Florida/Clay Virtual School;
- A district high school (traditional, franchise, or virtual charter);
- A postsecondary school as an online dual enrollment course;
- District virtual instruction programs; and
- A district middle school (high school level course)

Online course specifications and substitutions:

- Core course or considered electives, earning  $\frac{1}{2}$  credit or 1 full credit after course successfully completed.
- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List pursuant to s. 1008.44, F.S.,
- Passage of the information technology certification examination without enrollment in or completion of the corresponding courses.
- Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment of the corresponding course or courses.



### **Exceptions and Exemptions to Online Course Graduation Requirement**

The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate OR to a student who transfers into a Florida public high school who has less than a year left in high school.

Students may also satisfy the online course graduation requirement by completing a blended learning course.

Due to the blended model of instruction in secondary intensive reading classes (online and offline learning), successful completion of a year-long intensive reading course satisfies the online course requirement for students. If a 9-12 grade student passes the FSA ELA Assessment re-take or earns a concordant score, (s)he must remain in the intensive reading course for the full year in order to satisfy the online course requirement. If a student has already met the online course requirement outside of the intensive reading course and passes the FSA ELA Assessment or ACT/SAT in the fall, the student may exit intensive reading at the semester break.

Any student in grades 6-12 scoring a level 1 or 2 on FSA Reading Assessment must be screened using district-selected assessments. Students who pass the screeners will receive reading support within content area classes in order to fulfill their reading remediation requirement. Those students who do not pass the screeners must be placed in an intensive reading class.

### Graduation Requirements/Diploma Options

Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Designation	Graduation Requirements of 24-Credit "MERIT" Designation
English	4 credits in Language Arts  <i>MUST PASS</i> 10 <sup>th</sup> grade FSA ELA assessment	4 credits in Language Arts  <i>MUST PASS</i> 10 <sup>th</sup> grade FSA ELA assessment	4 credits in Language Arts  <i>MUST PASS</i> 10 <sup>th</sup> grade FSA ELA assessment
Mathematics	4 credits:  1 credit must be Algebra I ( <i>MUST PASS</i> EOC; EOC 30% of grade)  1 credit in Geometry (EOC 30% of grade)  2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits:  1 credit must be Algebra I ( <i>MUST PASS</i> EOC; EOC 30% of grade)  1 credit in Geometry (EOC 30% of grade; <i>MUST PASS</i> EOC)  1 credit in Algebra II  1 credit in Statistics or equally rigorous course.	4 credits:  1 credit must be Algebra I ( <i>MUST PASS</i> EOC; EOC 30% of grade)  1 credit in Geometry (EOC 30% of grade)  2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits:  1 credit in Biology 1 (EOC 30% of grade)  2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.	3 credits:  1 credit in Biology 1 ( <i>MUST PASS</i> EOC)  1 credit in Chemistry or Physics  1 credit in equally rigorous course	3 credits:  1 credit in Biology 1 (EOC 30% of grade)  2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.
Social Studies	3 credits:  1 credit in World History  1 credit in US History (EOC 30% of grade)  ½ credit in Government  ½ credit in Economics with Financial Literacy	3 credits:  1 credit in World History  1 credit in US History ( <i>MUST PASS</i> EOC)  ½ credit in Government  ½ credit in Economics with Financial Literacy	3 credits:  1 credit in World History  1 credit in US History (EOC 30% of grade)  ½ credit in Government  ½ credit in Economics with Financial Literacy
World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Fine and Performing Arts, Speech and Debate, or Practical Art	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.
Electives	8 credits	Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits
On-line Course Requirement	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students <i>MUST PASS</i> : <ul style="list-style-type: none"> <li>• Grade 10 FSA ELA (or ACT/SAT concordant score)</li> <li>• Algebra I EOC (or ACT/SAT concordant score or a comparative score on the PERT for students who entered 9th grade before 2018-19)</li> </ul>		
<b>Special Note:</b> *For the Standard Diploma and Merit Diploma the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.			

## **GRADUATION REQUIREMENT: CPR TRAINING**

For students entering the ninth grade in 2017-18 and thereafter, compression only cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements:

- The twenty-four (24) credit standard diploma option will require compression only CPR and AED instruction.
  - CPR and AED will be taught in the Personal Fitness course, traditionally or virtually.
  - Additional instructional opportunities may be provided through another appropriate course or school-related activity.
- The instructional program must meet the following requirements:
  - The instruction will be in compliance with the American Heart Association, American Red Cross, or a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines for compression only CPR.
  - Instruction will include the core cognitive and psychomotor skills associated with compression only CPR.
  - Instruction will include appropriate use of an AED which may be taught electronically (e.g video).
- Schools will provide compression only CPR instruction or will arrange for instruction by community-based providers.
  - Compression only CPR/AED instructors are not required to be certified teachers.
  - Certified teachers providing compression only CPR/AED instruction are not required to be certified trainers of compression only CPR/AED.
  - Students are not required to earn compression only CPR/AED certification to successfully complete the instruction.
  - Students who are physically and/or cognitively unable to perform the training will be exempt from this requirement. Schools will make this determination in accordance with the student's Individualized Education Program (IEP).

The superintendent or designee shall be responsible for ensuring that schools comply with the requirements as outlined in this policy.

## **HIV/AIDS**

All students are given instruction in computer literacy, metrics, consumer education, effects of alcohol and drugs, the importance of kindness to animals, conservation of natural resources, child abuse, and an opportunity to enroll in Driver's Education (if offered). In addition, in grades 7 and 8, instruction will be given through the science courses in (required of each school per state law):

- Personal hygiene

- Substance abuse
- Human sexuality
- HIV/AIDS, communicable diseases as per state law

Updated and factual School board adopted curricula related to human sexuality, Human Immunodeficiency Virus infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into science courses for junior high and Personal Fitness for high school. Instruction shall address human reproduction, fetal development, pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities.

## HOME EDUCATION

“Home Education Program” is defined in F.S. 1002.41

Clay County secondary schools, ~~this includes~~ **including** Clay Virtual Academy, are accredited by the AdvancEd. A student seeking to enter or re-enter a Clay County public school from a home educating program or a non-accredited school must meet all entrance requirements (state and district) that any other student must meet. The student will be enrolled at the appropriate grade level based on validated academic performance. A student may enroll full (K-12) or part-time (6-12) in Clay Virtual Academy and remain homeschooled.

All transfer work from a home education program other than Clay Virtual Academy or FLVS or accredited program, will be posted on a “pass/fail” basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam. F.S.1006 allows home schooled students to participate in interscholastic extracurricular activities of their attendance zoned school. The home education student must meet the same requirements of grades, residency and behavior as required of other students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Ex.: ROTC, Band, etc.). The home education student must register his/her intent to participate in extracurricular activities with the school before the beginning of the activity in which he or she wishes to participate. **The student standards for participation in interscholastic extracurricular activities begin with the student’s first semester of**

**the 9<sup>th</sup> grade.** If a student's cumulative GPA falls below 2.0 in the specified courses, the student must execute an academic performance contract with the district school board, the FHSAA, and the student's parents. At a minimum, the contract must require the student to attend summer school to improve his/her GPA. A student must also maintain good conduct to remain eligible to participate in interscholastic extracurricular activities.

Home school students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District requirements. Should homeschooled students wish to graduate from a high school and receive that school's diploma; they must re-enroll for their entire senior year.

### **HONOR ROLL**

The "Honor Roll" status of students will be based on the following criteria:

- The "A" Honor Roll will consist of all "A's" on or above grade level;
- The "A/B" Honor Roll will consist of all "A's or B's" on or above grade level;
- Unweighted grades are utilized for Honor Roll selection;
- Conduct grades do not count toward Honor Roll determination

### **INTERIM REPORTS**

Parents or adult students must be notified in writing at a time during a grading period when it is apparent that the student may fail or is doing "Unsatisfactory" work in any course or grade assignment. It is imperative that contact take place to allow for an opportunity to use intervention strategies to correct deficiencies in academic areas. An acknowledgement of such notification should be obtained, if possible.

### **INTERSCHOLASTIC PARTICIPATION**

To be eligible for interscholastic competition, a student must meet the following criteria:

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school based on school and District policies.
- The student's eligibility is also contingent upon meeting the policies established in the district's Code of Student Conduct.
- See School Board Policy 4.43 for complete eligibility information.

Summer school subjects shall be included in the calculation of the students' GPA of the previous semester for participation in extracurricular activities during the first semester of each school year. Seventh (7<sup>th</sup>) grade students shall be eligible for participating during the first semester provided they were regularly promoted from the 6<sup>th</sup> grade.

## **MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING**

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RTI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

- Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
- Evidence-based curriculum and instructional approaches have a high probability of success for most students.
- Instruction is differentiated to meet individual learning needs.
- Reliable, valid, and instructionally relevant assessments include the following:
  - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
  - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
  - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating

instruction/intervention effectiveness.

- ~~Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.~~
- ~~Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.~~
- ~~Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.~~
- ~~Student response to instruction/intervention (RtI) data are used to guide meaningful decision-making.~~
- ~~Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.~~
- ~~Actively engaged administrative leadership for data-based decision making is inherent to the school culture.~~
- ~~All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.~~

### **Problem Solving Process**

~~The problem solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:~~

- ~~Step One: Define the problem 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 in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.~~

~~MTSS teams ensure the students' needs are addressed through grade level/content area team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams with parent involvement will continually monitor student progress and make appropriate intervention recommendations. If the student's~~

deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended. If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines.

Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Intensive remedial instructional strategies may include but are not limited to:

- Summer school coursework (Grades 3 and 6)
- Extended day services (before or after school tutoring)
- Parent tutorial programs (if appropriate)
- Contracted academic services (previously approved by the district)
- Exceptional Student Education
- Suspension of curriculum other than reading, writing, and mathematics, and science
- Intensive skills development programs
- **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- Implementation of a positive behavior support plan
- Remediation plan to help the student with make-up work
- Contingent upon available funds and on a first come, first serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).
- Contingent upon available funds and on a first come, first serve basis, students scoring a Level 1 or Level 2 on the 3<sup>rd</sup> grade statewide, standardized ELA assessment are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).

## **OFFENSES AGAINST INTELLECTUAL PROPERTY**

Florida Statute provides that, "whoever willfully, knowingly, and without authorization modifies data, programs, or supporting documentation residing or existing internal or external to a computer, computer system, or computer network commits an offense against intellectual property."

Except as otherwise provided in this section, an offense against intellectual property is a felony of the third degree. If the offense is committed for the purpose of devising or executing any scheme or artifice to defraud or to obtain any property, then the offender is guilty of a felony of the second degree.



In addition, it is unlawful for any individual to knowingly and willingly taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. FS1008.24

## **PERFORMANCE STANDARDS**

Clay County shall use the DOE prepared student performance as the approved curriculum for Secondary Education, including updates and changes as received from DOE. No courses shall be offered which are not state approved unless a special course is piloted under state guidelines and with School Board approval.

## **PHYSICAL EDUCATION**

The 2008 Legislature passed Senate bill 610 requiring each district to include the availability of one-on-one counseling to students regarding the benefits of physical education. Beginning in 2009-10 the equivalent of one class period per day of physical education for one semester (minimum standard) of each year for students enrolled in grades 6-8 will occur. The physical education requirement shall be waived (grades 6-8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6-8):

- The student is enrolled or required to enroll in a remedial course
- The student's parent indicates in writing to the school one of the following:
  - The parent requests that the student enroll in another course from among those designated by the school district, or
  - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

## **PROMOTION AND RETENTION**

Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal has documentation that standards have been met and that the student will be able to benefit from instruction at the high grade. Normally, this assignment occurs at the end of the semester, if such an assignment results in the child transferring to another school. Regarding the placement, principals must document through a variety of means that the student has met state standards. This should be done by reviewing the academic history of the student, looking at assessments and applying remediation/grade recovery processes established by Clay County. In no case, shall the move be initiated until the principal of the receiving school has been notified and agrees with the documentation. If the receiving principal questions the transfer, the two principals should meet to discuss any questions or concerns. If requested by either principal, a district review may be used to determine proper placement of the student in question. The recommendation should be made in writing to the district school superintendent. Documentation and recommendation will then be forwarded to the Chief Academic Officer for review. In addition, school personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement.

All students who appear to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff, considered for Multi-Tiered System of Support (MTSS). Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher(s) feel such a referral would benefit the child. Any child in middle or junior high school, who has been retained one year and is recommended for retention a second year, is to be referred for an evaluation by appropriate specialists, psychologists, etc.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned may be assigned to the same grade for the next school year or given an alternative assignment. Student's level of proficiency in the areas of reading, writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the District and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following:

- Summer school course work or intensive skills development;
- Extended day or school year services/academic tutoring;
- Parent tutorial programs/
- Mentoring
- Contracted academic services (previously approved);
- Modified curriculum;
- Exceptional Student Education (ESE) services;
- Class size reduction;
- Use of educational software (COMPASS)
- Suspension of other curriculum offerings in areas other than reading, writing, English and math, or in those subjects specifically required for graduation.

Retention of students must be considered if the student has failed to master approved performance standards and has been provided remedial instruction and upon reassessment falls below determined cut-off points on a District measure of assessment or on the state assessments in reading, writing, science and mathematics. A student may also be retained within an intensive program that is different from the previous year's program and takes into consideration the student's learning style. Children should be retained as little as possible. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental

instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. An appropriate alternative placement must be considered for a student who has been retained two or more years.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian, in writing, in a format adopted by the district School Board.

In general, the procedures outlined in this Student Progression Plan apply to all students with disabilities. An IEP serves as the basis for decisions regarding retention and promotion.

Under most circumstances, students will complete grade groupings within a set time frame. However, the principal may authorize that a student be retained a second time in any one of the grade groupings.

### **PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS**

In order to be promoted to the next higher grade within the junior high, a student must successfully complete Language Arts, Mathematics, Science, Social Studies and one additional course for a total of five (5) subjects. Existing state student performance standards shall be the basis for each course. Appropriate procedures shall be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. Remediation measures must be taken and documented in the student's PMP. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (See P. 83 "Summer School – Junior High" on more information pertaining to promotion from grade level to grade level at the junior high.)

In order to be promoted to grade 9, Junior High students **MUST** successfully complete the following during their 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade years:

- 3 courses in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high

- school credit, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)
- 3 courses in Social Studies (one of which must be, at a minimum, a one-semester Civics education course that includes the roles and responsibilities of federal, state and local governments, the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the U.S. constitution. In addition, this course includes a statewide, standardized EOC that constitutes 30% of the student's final grade as required under s. 1008.22, F.S.. A middle grades student who transfers into the state's public school system from an out-of-country, an out-of-state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.)
  - 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)

## **PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS**

Grade level designation for high school students will be determined as follows:

- Following completion of one year designated as a 9<sup>th</sup> grader, the student will be designated as a 10<sup>th</sup> 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 10<sup>th</sup> grader, the student will be designated as a 11<sup>th</sup> 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 11<sup>th</sup> grader, the student must have completed 18-credits OR 21-credits at the end of the 1<sup>st</sup> semester of the student's fourth year enrolled at a high school and have a 2.0 cumulative GPA in order to be classified as a 12<sup>th</sup> grader (Senior) and take part in Senior oriented events (Prom, Grad Bash, and any other school determined Senior activities)

According to state statutes, students are assigned to a cohort class at the beginning of each year enrolled at a high school. This cohort status determines the graduation requirements that must be met by that student. Students will be regularly notified as to their "credits earned" status towards graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four

years with their 9<sup>th</sup> 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 5<sup>th</sup> year of high school in order to obtain their Standard Diploma.

## **READING AND MATH REMEDIATION**

**Reading:** All 7<sup>th</sup> through 10<sup>th</sup> grade students scoring a Level 1 or Level 2 on the reading portion of the FSA will be screened for intensive reading placement.- Screening includes the use of the Achieve 3000 Spring Benchmark results, as well as a district comprehension screener and teacher recommendations. Students qualifying for intensive reading will be placed in one class period of reading using a blended model of teacher instruction and computer based practice. Students not qualifying for intensive reading placement will receive reading support in the content area classes. Students in grades 11 and 12 who score a Level 1 or 2 on FSA retakes and who has have not earned a concordant score on the ACT or SAT will be placed in an intervention course focusing on ACT/SAT preparation and reading remediation. If a student passes the FSA retake or earns a concordant score, (s)he may exit the intensive reading program at the end of the first semester. (Note: The Instructional Decision Tree for intensive reading placement can be found on the district website.)

**Math:** Students in grades 7 and 8, who score an achievement level 1 on FSA, will be placed in standard math classes and will not qualify for advanced math programs. Eighth grade students scoring an achievement level 1 on the pre-algebra FSA will be given priority for Algebra 1A/1B upon entering high school. As a mandatory Florida math graduation requirement, students in Algebra 1 and Geometry are required to take an "End-of-Course" exam. Students not scoring an achievement level 3 or higher will be placed in a Liberal Arts Math course. Secondary schools will also be utilizing the Edgenuity online program to remediate course work, as a virtual tutor, and credit recovery. Additional remedial options are available in all Clay County secondary schools through the Guidance Department.

## **SCHEDULE CHANGES**

When changing a student's schedule after the first ten days of school, leveling must be within the same specific subject. An example of this is if a student requests a schedule change and they are enrolled in Algebra Honors, Algebra 1 would be the most appropriate change. Grades earned will be transferred as part of the leveling process. Any withdrawals after the first quarter would require a withdraw "F/0" for the 2<sup>nd</sup> 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.

## **CLAY VIRTUAL ACADEMY - STUDENT CONTACT AND DROP POLICY**

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructors maintain regular contact. To ensure that our students are aware of this commitment, the four-part process below will be followed:

- If the student does not submit the expected numbers of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive a phone call from the instructor. During the call, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.
- If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an email to the student/parent to remind them of the importance of submitting work and detailing the withdrawal process, if necessary.
- If the student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
- An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of "W" will be issued. After the grace period, a grade of "WP or WF" (or failing grade (if over 50% completed) will be issued to their school transcripts.

Students from outside Clay County may enroll in CVA full or part time online programs.

### **SEMESTER EXAMS**

All students in grades 9-12 shall take semester exams. The School Board approved exam exemption procedures for seniors only is as follows:

- Exam exemptions are limited to seniors only;
- All seniors in year-long courses with a 1<sup>st</sup> semester average of “B” or better and a “B” average or better for 3<sup>rd</sup> and 4<sup>th</sup> quarters averaged together, will be exempt from taking those exams given at the end of the 2<sup>nd</sup> semester. Courses that are a semester in length are not exempt at any time;
- Attendance is not a consideration under the current exemption policy
- Exam values are the same for the current school year
- Semester exams will not be given early.

### **SPECIAL CONSIDERATIONS**

**Junior High:** Students with exceptional ability may be enrolled in credit earning courses at the high school with the approval of the school principals and the parent. The parent shall assume the responsibility for transporting the student between schools, where appropriate. Such enrollment must be limited to courses which are congruent with the beginning or ending of the school day, but not both. Student’s grades and credits shall be awarded as received by the school where the student is regularly enrolled.

**Special classes/programs:** The district will employ special programs designed to assist students in meeting the necessary credits and the 2.0 GPA required for graduation. Appropriate approaches not already covered in this plan will include, but shall not be limited to, special counseling tutorial programs, help and/or homework sessions, skills classes and special assistance to obtain a high school equivalency diploma when all requirements for graduation have been met except for the attainment of a 2.0 cumulative GPA.

### **SUMMER SCHOOL**

Summer school is an extension of the school year for students who attended Clay County schools. Students who did not attend Clay County schools are not eligible for the summer program unless they enrolled prior to the beginning of the 4<sup>th</sup> nine-week period or approved for the HOPE Scholarship Program (see the “Student Code of Conduct for more information about this program). High School Students may earn up to two full-credits during the summer regardless of the vehicle(s) used to acquire that credit.

#### **Junior High Summer School: “Conditional Promotion.”**

For a 6<sup>th</sup> or 7<sup>th</sup> 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 8<sup>th</sup> grader failing two subjects must have all subjects successfully completed prior to enrolling in the 9<sup>th</sup> 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 8<sup>th</sup> grade student must have passing grades for all core content subjects for 6<sup>th</sup>-8<sup>th</sup> grade in order to be promoted to 9<sup>th</sup> grade, therefore, “Conditional Promotion” does not apply. **Students failing 3 or more courses are automatically retained.**

#### **High School Summer School:**

Students may take ½ credit or up to 2 credits during the summer period. All coursework for grade forgiveness must be completed prior to the next school year. High school students may take courses that they received a “D” or “F” in so as to earn credit and to raise their GPA’s. Courses for new or original credit are limited and determined on an annual basis by the District.

Summer programs by other districts which assign credit may be reviewed by Clay County staff to determine appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools/districts.

#### **TERMINATION OF SCHOOL PLACEMENT AT AGE 16**

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District. The declaration must acknowledge that terminating school enrollment is likely to reduce the student’s earning potential and must be signed by the student and the student’s parent.

The following steps must also be taken:

- The school shall notify the student’s parent of receipt of the student’s declaration of intent to terminate school enrollment.
- The student’s guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student’s decision to



terminate school enrollment and actions that could be taken to keep the student in school.

- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

## **TRANSFERRING STUDENT**

Students transferring from one school to another shall have the grade assigned by the departing school and by the receiving school if registered there for 15 or more days. If a student is transferring to a school in another district at a time near the end of the school year and the school they are transferring to, has already completed the school year, it will be the responsibility of our “sending school” to use good judgment for the benefit of the student involved. Usually no more than 20 school days should apply. The student’s grades should be closed out and credit posted. Virtual students taking FLVS content courses receive grades of “WF” or “WP” when transferring prior to course completion per FLVS policy. The principal has the authority to waive class exams (this does not include “End-of Course” exams) in order to close out a student’s grades.

Transferring Student and Graduation: students who enter a Clay County school at the 11<sup>th</sup> or 12<sup>th</sup> 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 10<sup>th</sup> Grade FSA ELA OR receive the concordant scores on the SAT or ACT identified by the Department of Education. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Transfer Credit Policies and Guidelines: The “State Uniform Transfer of High School Credits Rule” states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. The rule states that the requested grades or credits will be accepted if presented as part of an official transcript. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school. An official transcript shall be sent by mail or electronically signed by a school administrator, be on school letterhead, and/or be embossed with the school’s seal. An official transcript should clearly identify the school, the student, course number, date the course was taken and the credit earned and grade in each course.

Examples of unofficial transcripts are: hand delivered by the student or parent, delivered

to the designated school administrator in an opened envelope, or is on plain paper. The rule, therefore, precludes districts and individual schools from placing any additional requirements or procedures on the transfer of high school credits.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school or the student does not possess an official transcript, or if the student is a home education student, credits shall be validated through performance during the first grading period that the student is enrolled in the school. A student transferring into a school shall be placed at the appropriate sequential course level and in order to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. If a student does not meet this requirement, they shall have their credits validated using the “Alternative Validation Procedure” listed below:

- Portfolio evaluation by the Superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through dual Enrollment or at other private schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the FSA ELA;
- Written review of the criteria utilized for a given subject provided by the former school. Student must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in the “Alternative Validation procedure” of this rule, if required.

If the “Alternative Validation procedure” is used, parents are obligated to the findings of the procedure. A school has until the end of the first grading period in which the student is enrolled to validate an official transcript. After this point, all credits and grades are to be accepted at face value.

### **TRANSFER STUDENT PLACEMENT (Military Dependent Children)**

CCSB participates in the Interstate Compact on Educational Opportunity for Military Children, the purpose of which is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The district will implement the requirements listed in FS 1000.36.

In order to facilitate on-time graduation for transferring military children enrolled any time in high school, as specified in section F.S. 1000.36, Article VII the following provisions apply:

- A school district must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the

receiving state must provide an alternative means of acquiring the required course work so that graduation may occur on time.

- States must accept exit or end-of-course (EOC) exams required for graduation from a school in the sending state.
- If a transitioning student who transfers in his or her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the sending and receiving state schools must ensure the receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student may participate in all local graduation activities.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include advanced studies programs, dual enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB).

HOPE Scholarship Program students follow these same policies (see the “Student Code of Conduct for more information about this program).

### **CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS**

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
  - Class size
  - Grade and course
  - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, parent is notified with explanation given.

## **VALEDICTORIAN AND SALUTATORIAN RECOGNITION**

When a school awards Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a weighted grade point average on all courses taken in grades 9-12 including virtual courses. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the eighth semester. If virtual grades are not reported to the school prior to the last day of senior exams, that course should not be included in the determination of valedictorian(s) and salutatorian(s)."
- A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in Clay County that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18-Credit Graduation Program are eligible for valedictorian and salutatorian status. The conclusion of the eighth semester is the deadline for an 18-credit graduation program student to select to graduate and compete for valedictorian or salutatorian status, or continue to complete the 24-credit diploma.
- A student who transfers to or within Clay County during the last year prior to graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:
  - If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-Valedictorian along with the second ranked student. The third-ranked student would be named Salutatorian.
  - If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student

## **VOLUNTARY SERVICE HOURS**

*Voluntary Service Hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars, Gold Seal Vocational Scholars and Gold Seal CAPE Scholars : 100, 75 and 30 hours respectively. Students may begin logging and documenting volunteer service hours the summer before the student enters ninth grade. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. These service hours are not a Florida or school district requirement for graduation with a standard high school diploma.*

For student who are attempting to receive school community service hours for an activity, below are the district guidelines:

- Volunteer service is defined as “assisting where needed in a social issue where the student’s service directly addresses a need in the school or community in areas such as health, education, environment, public safety, etc.;
- Volunteer service activities should receive prior approval from the school’s designated high school personnel (typically, the student’s high school counselor) to ensure that credit will be awarded to the student;
- Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student’s own family;
- Volunteer service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;
- Volunteer service activities must be rendered for “not-for-profit” organizations or agencies;
- The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
  - “Direct Service” involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter or working with the elderly in a nursing home;
  - “Indirect Service” involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
  - “Advocacy” involves educating others about a particular social problem with a goal of eliminating the cause of that problem. Examples include writing letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups;
- Hours spent in volunteer service activities must be verified by a site supervisor. The appropriate documentation on business letterhead must be signed by the site supervisor. Business letterhead can also be attached to the completed Clay County Volunteer Service Documentation Form;

Activities that **MAY NOT** be approved include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business;
- Any activity that replaced a paid staff worker of the agency or institution that the student volunteers with;

- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts;
- Any activity whose main purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity **UNLESS** the hours are spent addressing a social problem (examples may include: Habitat for Humanity, A community-wide summer Vacation Bible School, etc.);
- Attendance at self-improvement workshops or conferences;
- Participation as an athlete in school sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;
- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

## **WEIGHTED GRADES**

Weighted courses earn additional quality points toward the GPA calculation. The traditional 4.0 scale (A = 4, B = 3, C = 2, D = 1, F = 0) is used for athletic eligibility, promotion, Bright Futures, etc. Rank in class is the primary purpose for utilizing a weighted grading scale. Weighted courses include: “Level 3” Career and Technical Education courses, Dual enrollment, IB, AP and AICE courses, all Honors level courses, Foreign Language courses for year 3 and above, Chemistry II, Physics II and Gifted Studies.

## **EXCEPTIONAL STUDENT EDUCATION**

### **EXCEPTIONAL STUDENT EDUCATION**

Programs are available to students determined eligible for exceptional student education (3-21 years of age) as described in the Exceptional Student Education Policies and Procedures document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general statewide assessment are addressed in the student’s Individual Educational Plan. Gifted education, for qualified students, is available K-12.

## **GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS**

~~Legislation signed on June 20, 2014 by the Governor significantly changed the diploma options for students with disabilities. The legislation in Senate Bill 850 eliminates special diploma options and develops pathways to a standard diploma for all students with disabilities. This legislation is specific regarding the special diploma option. As of June 20, 2014, the special diploma option is available ONLY to students who enrolled in grade nine (9) or higher prior to the 2014-15 school year and the student's Individual Education Plan indicated a selection of special diploma. Students with disabilities who entered the~~

~~9th grade before the 2014-2015 school year cannot be switched to special diploma after June 20, 2014.~~

~~In compliance with SBER 6A-1.095, FAC (Requirements for High School Diploma) and SBER 61-1.0996, FAC (Graduation Requirements for Certain Exceptional Students), a student with disabilities may exit high school with a special diploma only if this option is specified on the Individual Education Plan prior to the 2014-15 school year.~~

~~If a student with disabilities does not fulfill criteria for a diploma, he/she may exit high school with a certificate of completion.~~

The selection of a diploma option must take place at an Individual Educational Plan (IEP) meeting during the student's eighth grade school year or during the school year prior to the student becoming age 14, whichever comes first. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, the IEP team will collaborate with the student's parents/guardians to select the most appropriate diploma option. The IEP team will discuss specific course and credit requirements for each diploma option in order to make an informed decision. The diploma option selected at the IEP meeting is noted on the IEP. At each annual IEP meeting thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed. If, at any time, a change to the diploma option is recommended or requested, the change must be approved by the parent and is subject to verification of appropriateness by an independent reviewer. Copies of each IEP shall be given to the parents.

## **STANDARD DIPLOMA**

### **ELIGIBILITY**

All students with disabilities who entered 9<sup>th</sup> grade in 2014-15 must meet the requirements for a standard diploma in order to graduate. Note: Only students with disabilities who enrolled in grade nine (9) or higher prior to the 2014-15 school year and had an Individual Education Plan indicating a selection of special diploma may earn a special diploma rather than a standard diploma. ~~Students with disabilities exclusively in programs for students with Visual and Speech Impairments, Gifted or Homebound or Hospitalized must pursue a standard diploma.~~

### **REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS**

The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who:

- Earn a passing grade on the required statewide assessment(s) or meet the waiver requirements.
- Successfully complete the required credits in grades 9-12. Students with disabilities

must earn required credits in district approved education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Students with disabilities may meet the elective credit requirements by earning credits in basic, vocational or exceptional student education courses as allowed by the standard diploma option selected.

- Attain the same cumulative grade point average required in the general education section of Student Progression Plan.

### **WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES**

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
- The student must have an individual educational plan (IEP).
- The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
- In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

Students with disabilities who choose to pursue the 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, may be eligible for a waiver of statewide, standardized assessment results as long as they meet all of the waiver requirements and the requirements for the ACCEL option.

Students pursuing a standard diploma with a scholar diploma designation are not eligible for a waiver. In order for a student to earn a scholar diploma designation, a student must meet the requirements of s. 1003.4285, F.S.



## **REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS**

**For those who have selected a General Standard Diploma, the following additional options may be discussed at an IEP team meeting and selected if appropriate.**

Standard Diploma via Access Courses: This diploma is ONLY available to students with significant cognitive disabilities who are enrolled in access courses. The following may be considered:

- Substitution of eligible Career Technical Education (CTE) courses for required access courses. Eligible CTE courses are noted in the state course code directory.
- Modified expectations or outcomes to the CTE curriculum if CTE substitutions have been selected in lieu of required access courses.
- Waiver of the Florida Standards Alternate Assessment for the purpose of receiving a course grade and a standard high school diploma. If this option is recommended by the IEP team, the parent must approve it. In addition, a Graduation Portfolio must be developed in the area (reading, math, science) in which the waiver is granted.

Standard Diploma via Academic Courses and Employment Competencies: This may be considered when the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills. If this option is selected, an appropriate and signed Employment Transition Plan must be in place and separate from the IEP. Also, in addition to meeting the requirements noted for the general standard diploma, the IEP team may discuss and opt to substitute eligible Career Technical Education (CTE) courses for required core academic courses. Eligible CTE courses are noted in the state course code directory.

Standard Diploma Merit Designation, Standard Diploma Scholar Designation, Advanced International Certificate of Education, State of Florida High School Performance-Based Diploma, State of Florida High School Diploma, International Baccalaureate, Standard Diploma ACCEL 18 Credit Option: Specific requirements for each of these diploma types can be found in the Secondary Education section of this manual.

### **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 22<sup>nd</sup> birthday.

## **DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA**

This applies only to students with disabilities pursuing a standard diploma during the school year in which the student is expected to graduate. [Students who receive a special diploma or a certificate of completion do NOT need to defer receipt of the special diploma or certificate in order to continue to receive FAPE.] The IEP team must review the benefits of deferring and describe in writing the services and programs available to the student who wishes to defer. The decision is made by the parent or the student if over age 18 during the year the student is expected to meet all of the requirements for a standard diploma, which is the senior year. Additionally, the decision to defer must be made by May 15 of the senior year. A student with a disability may only defer receipt of a standard diploma if:

- The IEP includes special education, transition planning, transition services, or related services through age 21 AND
- The student is enrolled in one or more of the following:
  - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, and credit by examination)
  - Industry certification courses that lead to college credit (check with the Career-Technical Education department for courses that apply)
  - Collegiate high school program (International Baccalaureate program, or Advanced International Certificate of Education program)
  - Courses necessary to satisfy the Scholar designation requirements (the scholar designation requires satisfactory completion of additional academic courses and assessments; see [fldoe.org](http://fldoe.org) for additional information)
  - A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old).

## **GIFTED PROGRAM**

A student is eligible for special instructional programs for the Gifted from kindergarten through grade 12 if the student meets one of these criteria:

- The student demonstrates:
  - The need for a special program.
  - A majority of characteristics of Gifted students according to a standard scale or checklist.
  - Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.

- The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are Gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C., as students with limited English proficiency or students from low socio-economic status families.

When a student is determined eligible for this program, an Educational Plan is developed. In grades K-6, Clay County District Schools utilizes the research based Gifted Enrichment Model as the best way to meet the depth and complex needs of elementary students who are Gifted. In grades 7-8, junior high schools may utilize academic content courses or provide support facilitation. Students who are Gifted articulating from grade 8 to 9 will have an Educational Plan articulation meeting to address appropriate services.

In order to ensure that Exceptional Student Education Services are provided for all students who are Gifted, the following principles should guide decision making:

- The Educational Plan (EP) drives the Gifted service; students must attend the Gifted class, or receive the Gifted services, as they do any other required instruction. Participation in Gifted classes cannot be used as a reward.
- The Educational Plan identifies the amount of time a student receives instruction with the Gifted teacher. If any changes are needed to the Educational Plan, individual EP meetings must be held (including the parent/guardian) to address the changes. The changes must be described in Present Level of Educational Performance.
- Students who attend Gifted Enrichment classes are responsible for concepts covered in their general education class. The general education teacher should try to schedule critical lectures, presentations of new material, and tests at a time when the Gifted students are present. Any critical material covered when the Gifted students are receiving their required Gifted service will be provided to students upon their return to class.
- Students who are Gifted attending an enrichment class are NOT required to make up classwork or homework missed while participating in activities with the Gifted teacher. Additionally, missed classwork must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- Middle school students who attend a Gifted class for content instruction receive their grade for that subject from the Gifted teacher.
- In order to be considered an ESE service, all Gifted classes (Enrichment classes at elementary school or Gifted academic content courses at the junior high school) must be taught by a Gifted Endorsed Teacher and the classes must be comprised of only students who are Gifted.

## **CLASSROOM ACCOMMODATIONS**

ESE and 504 students should receive classroom accommodations as listed in their IEP or 504 Plan. Accommodations are implemented in all general education courses, Career and Technical Education (CTE) courses and programs of study as needed to assure students the

opportunity to meet requirements for course completion and high school graduation requirements for a standard diploma. The appropriate accommodations shall be determined on the basis of the assessed needs of the student and shall be reflected in his/her IEP. Accommodations to these courses shall not include modifications to the student performance standards.

## **DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS**

Allowable district and state standardized assessment accommodations should be considered by the IEP team at annual IEP reviews. Note that only allowable accommodations approved by any specified standardized assessments are permissible. Parents and students should be made aware that there may be accommodations used in the classroom that are not permissible on standardized assessments.

**Teachers are to use appropriate testing accommodations, identified on the IEP, for a student with disabilities in all situations.**

## **FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

### **Participation Guidelines:**

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments. All of the following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.

- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

If the student meets all of the criteria for alternate assessment, the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If the student does not meet the criteria, the student should be instructed in general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score. The four achievement levels are:

- Level 1 Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.
- Level 2 Students at this level demonstrate a limited level of success with the Florida Standards Access Points.
- Level 3 Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.
- Level 4 Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

### **HOSPITAL/HOMEBOUND**

This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.

## ADULT EDUCATION

### ADULT HIGH SCHOOL DIPLOMA

#### Adult High School Eligibility Requirements

- ~~He/she must be withdrawn from a secondary institution and beyond compulsory school age; but cannot be over the age of 21.~~
- ~~He/she must meet with a Clay County Adult Education advisor before they are enrolled. An official transcript should be available at this time so that a review of past academic history can be conducted;~~
- ~~Due to limited course offerings, it is recommended that an eligible Adult High School student must have previously attained 20 credits. The balance of credits (24 is required for graduation) may be completed through the Adult High school program;~~
- ~~Classes will be available 1 day per week unless otherwise noted. Please inquire about the location of the classes from the Adult Education office. Students are allowed to work outside of the classroom in order to expedite completion of the program. However, all testing or assessments must be done in the lab setting at the Adult Education location;~~
- ~~All students, regardless of residency status, must pay a \$30 tuition fee, per trimester.~~
- ~~Registration for returning adult education students who have been administratively withdrawn for disciplinary or attendance reasons or who do not remain continuously enrolled will pay a \$10.00 re-entry fee.~~
- ~~Please check with the Adult Education office on times and locations of classes.~~
- ~~Office hours and phone number: 904-272-8170~~
  - ~~7:30 a.m. - 8:00 p.m. Monday Thursday~~
  - ~~7:30 a.m. - 3:00 p.m. Friday~~

### GRADUATION REQUIREMENTS

The following sequence of graduation requirements is necessary for graduation from the Adult High School Credit Program in the Clay County School District. Additionally, each student must complete each course with at least 70% mastery. Students must accumulate 24 credits, post a 2.0 GPA and pass the FCAT.

Language Arts	4
Mathematics	4
Science	3
Social Studies	3
Physical Education	0 (1/2 credit can be accepted)
Fine Arts	1/2 (Art and Other Cultures, etc.)
Practical Arts	1/2
Electives	9
TOTAL	24

## EXPLANATION OF EACH SUBJECT AREA

- **Language Arts (4)**  
These courses fulfill the required four credits. These required courses should have the word English in the course title. (ENGLISH I, II, III, IV). The major emphasis will be centered on Literature and Composition.
- **Mathematics (4)**  
Students must pass Algebra I, its equivalent, or a higher math in order to meet the math requirement.
- **\*Science (3)**  
No specific course requirements apply. Physical Science and Biology, however, is highly recommended.
- **Social Studies (3)**  
The Social Studies requirement include 1 credit in American History, 1 credit in World History, ½ credit in Economics, and ½ credit in American Government.
- **\*\*Fine Arts (1/2)**  
The ½ credit may be accepted for Adult Education students. These courses include Drama, Music and Dance in which manual dexterity is required.
- **\*\*Practical Arts (1/2)**  
Courses in the Practical Arts may be accepted. Please refer to the Practical Arts Course Guide.
- **Life Management Skills (1/2)**  
A ½ credit in Life Management Skills is no longer required; however, if a student has received a passing grade in this course it will be accepted.
- **Electives (9)**  
Credit in elective areas fluctuates yearly to accommodate the total credits to be earned.

### Special Note:

With appropriate documentation, adults can receive up to two elective credits for successful military experience.

There are many students who come to Adult Education without having a Fine Arts, Physical Education, Practical Arts and Life Management Skills credit. Because these courses are not offered specifically, they are often substituted with courses such as: Art and Other Cultures, Environmental Science, Marine Science, Writing Composition, Journalism, Contemporary Literature, Florida Law, Florida History, Psychology and Sociology.

\*\*One (1) credit in either Fine Arts or Practical Arts will also meet this requirement.



**2020-21 Student Progression Plan  
Rationale for Major Revisions**

<b>INTRODUCTION</b>		
<b>SECTION TITLE</b>	<b>ORIGINAL</b>	<b>RATIONALE FOR REVISION</b>
Cover Page	1	Update year and superintendent name to current data
Index titles: Exceptional Student Education and Hospital/Homebound	3	These two items should be removed from this part of the index. This content will be moved to the ESE section beginning on page 92. H/H will be listed in the index to reflect new location. We should have one section entitled ESE.
Title: MULTI-TIER SYSTEM OF SUPPORT Page 48	3	Remove title from index. Section location has changed and appears more than once in index
Tranfers	11	Statute says this should be three (3) days.
Tranfers	17	earned outside of the school district
Tranfers	17	Change 2 to two
Multi-Tiered System Of Supports/Response To Intervention Plan/Progress Monitoring	19	Change Elementary and Secondary Education Act (ESEA) to Every Student Succeeds Act (ESSA)
	19	Discuss wording of homework assigned
MTSS	21	The beginning of this sentence was incomplete when copied from original. Add, " MTSS teams ensure the students' needs are addressed through grade level/content area..."
Attendance	25	Add "(Child in Need of Services)" after CINS
Eligibility for Alternate Assessment	29	Add clarifying eligibility requirements, "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."
Promotion	44	Change "advance" to advanced
Extended Day Programs	44	Remove "school"
Exceptional Student Education	48	Enhance organization of information. Move this paragraph to beginning of ESE section on page 92.
Hospital Homebound	48	Enhance organization of information. Move this paragraph to ESE section on page 99 (above Adult Education section).
ELL	50	Add the word "be"
ELL	51	Add space between paragraphs
Habitual Truancy	51	Move the two paragraphs to indicated areas on ESE section and add "the" in paragraph two
Excused/Unexcused Absences	53	Correct grammatical error
Calculating Grades and Grade Point Average	55	Correct grammatical error
Student Contact and Drop Policy	56	Correct grammatical error
Course Sequencing	57	Correct grammatical error
EOC Exams	61	Correct typo
ELL	65	Add space
Grad Options	67	Delete "for"
Grad Options	68	Correct grammatical errors
AICE Diploma	70	Correct grammatical error
Home Education	74	Correct grammatical error
Multi-Tiered System Of Supports/Response To Intervention Plan/Progress Monitoring	76	Delete this section. It is a duplicate of the MTSS section beginning on page 19.
Home Ed	78	Process outlined?
Exceptional Student Education	92	Delete this section. Special diploma is no longer an option.
Standard Diploma Eligibility ESE	93	Delete highlighted sentence. All students with disabilities will pursue a standard diploma.
ESE Diploma	96	Delete - no longer a valid option
Assessment Accommodations	97	Sentence still valid
Assessment Accommodations	97	Delete sentence - all students pursue a standard diploma.
Adult Ed	99	Delete - High School Completion not an option
ESE SERVICES AND THE PROVISION OF FAPE	99	Add new section IDEA 2004 Guidance for parent/adult student clarity - 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. This is not a new policy. Clay has always followed this practice as outlined under IDEA.





# **STUDENT PROGRESSION PLAN**

## **2020- 2021**

**DAVID S. BROSKIE  
SUPERINTENDENT OF SCHOOLS  
SCHOOL DISTRICT OF CLAY COUNTY**

<b>JANICE KEREKES</b>	<b>DISTRICT 1</b>
<b>CAROL STUDDARD</b>	<b>DISTRICT 2</b>
<b>TINA BULLOCK</b>	<b>DISTRICT 3</b>
<b>MARY BOLLA</b>	<b>DISTRICT 4</b>
<b>ASHLEY GILHOUSEN</b>	<b>DISTRICT 5</b>

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## **INTRODUCTION**

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule the administrative procedures required in state legislation. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

Florida Statute 1008.25 states:

Each district school board shall establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards.

## **FLORIDA STATE STANDARDS**

Student Performance Standards in Florida are defined as the K-12 Academic Standards for the State of Florida, inclusive of the Next Generation Sunshine State Standards, and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12.

## **GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND PLACEMENT**

Student promotion in the Clay County School District is based upon an evaluation of each student's progress toward meeting the appropriate grade level expectations. Decisions regarding promotion and retention should be based on consideration of the following:

Progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards/Grade Level Expectations, district competencies and objectives and other data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.

Students who do not satisfactorily achieve established objectives for the grade or course to which they are assigned, may be assigned to the same grade for the next school year or

given alternative assignment. The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. The purpose is to provide assistance to students who do not meet district and state expectations for proficiency in ELA, science and mathematics and/or to improve behavior and attendance by way of interventions. The plan may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions that may include, small group interventions within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA; science and/or mathematics); consideration for ESE services; behavior contracts, attendance improvement plans, and other remedial activities as determined by the school district. A student's level of proficiency in the areas of reading, writing, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Science proficiency was added in 1999 with statewide measurement beginning in 2003. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school coursework (grades 6-12) or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, contracted academic services (previously approved), modified curriculum, exceptional education services, class size reduction, and suspension of other curriculum offerings in areas other than reading, writing, and mathematics or in those subjects specifically required for graduation in grades 9-12.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and junior high school years. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documentation by either the student's RtI Plan or the student's IEP.

Students scoring a Level 1 on the statewide assessment test in reading for grade 3 must be retained. It should be noted that no social promotion/Administrative placement (1008.25(6)(a) F.S.) is allowed. Florida statutes prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion, administrative placement or placement at the next grade level without regard for student mastery of the appropriate Florida Standards.

## **STATEWIDE STUDENT ASSESSMENT PROGRAM**

All students must participate in statewide assessment tests at designated grade levels as required by S.1008.22 F.S. The primary purposes of the student assessment program are

to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

- Assess the annual learning gains of each student toward achieving the Florida Standards or Next Generation Sunshine State Standards appropriate for the student's grade level.
- Provide data for making decisions regarding school accountability and recognition.
- Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard diploma.
- Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- Provide information on the performance of Florida students compared with that of other students across the United States.

## **GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS**

Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, setting and learning activities, and/or diagnostic and assessment procedures in eligible students as required by S.1008.22 F.S. The educational program shall provide services which support the program goals and lead to improved discipline. Student participation in such programs shall be for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

Students in grades 1-12 shall be eligible for participation in these programs based upon the following Early Warning System criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
  - Course failure in English Language Arts or mathematics during any grading period. A Level 1 score on the statewide, standardized assessments in English
  - Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).
- The student's attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- The student has one or more suspensions, whether in school or out of school.
- The student has a pattern of excessive absenteeism or has been identified as a



habitual truant.

- The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
- Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
- Severely threatens the general welfare of students or others with whom the student comes into contact.
- The student is identified by a school's early warning system pursuant to s. 1001.42(18)(b).
- "Second chance schools" means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. As partnership programs, second chance schools are eligible for waivers by the Commissioner of Education from State Board of Education rules that prevent the provision of appropriate educational services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings.

Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior high school, or high school level. Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of technical education, pre-employment training, and behavioral management. Such programs shall utilize instructional teaching methods appropriate to the specific needs of the student.

Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the effective, pedagogical, and content-related skills necessary to meet the needs of these students.

Each district providing a program for dropout prevention and academic intervention program pursuant to the provisions of this section shall maintain for each participating student records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned or the type of academic intervention services provided and an evaluation of the student's academic and behavioral performance while in the program. The school principal or his/her designee shall prior to placement in a dropout prevention and academic intervention or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt request, to the student's parent, guardian, or legal custodian. The parent, guardian, or legal custodian of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents or guardians of student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review

of any action by school personnel relating to such placement.

## **MILITARY FAMILIES AND TRANSFERS**

The “Interstate Compact on Educational Opportunity for Military Children” was implemented to accommodate children from military families who have been transferred from one state to another. The purpose of the “Compact” is to make this transition as seamless as possible. The “Compact” applies to active members of the uniformed services, members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement, and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

### **TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT**

In the event that official educational records cannot be obtained by the parent, the sending school will furnish a complete set of “unofficial educational records.” When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. Copying fees will not exceed the reasonable cost of reproduction. If necessary;

- Upon enrolling the student, the receiving school will request official records from the sending school. Upon receipt of this request, the school will furnish the records within 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.
- When the student transfers before or during the school year, the receiving school

- will initially honor placement of the student in educational courses based on the student's enrollment in the sending state/school or based on the educational assessment conducted at the sending school. Continuing the student's academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement;
- In compliance with IDEA, the receiving school will initially provide comparable services to a student with disabilities based on his/her current "Individualized Education Program" (IEP) and make reasonable accommodations and modifications for incoming students with disabilities, subject to an existing 504 Plan, in order to provide the student with equal access to education. The receiving school may then perform subsequent evaluations to ensure appropriate placement and services;
  - School districts shall have flexibility in waiving course/program prerequisites for placement in courses/programs.

#### **ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES**

- A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, will be granted additional excused absences at the discretion of the Superintendent or Principal to visit with his or her parent/legal guardian.

#### **GRADUATION OF CHILDREN FROM MILITARY FAMILIES**

In order to facilitate the on-time graduation of children of military families, schools will incorporate the following procedures:

- Waive specific course requirements for graduation if similar coursework has been satisfactorily completed in the sending school OR will provide reasonable justification for denial. If a waiver is not provided to a student who would qualify to graduate from the sending school, the receiving school will provide an alternative means of acquiring coursework for that graduation to occur on time;
- Exit exams: Receiving schools will accept any of the following testing information:
  - Exit or end-of-course exams required for graduation from the sending state;
  - National norm-referenced achievement tests;
  - Alternative testing in lieu of testing requirements for graduation in the receiving state.
- Students transferring under the "HOPE Scholarship Program" are eligible for all programs offered by the District or a school.
- In case a student transfers during their senior year and is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student met the graduation requirements from that school.
- Clay Virtual Academy students from military families that move from Clay County but maintain residency in Florida and a mailing address in Clay county that is checked regularly may remain enrolled in Clay Virtual Academy. Due to onsite

state testing requirements, most will want to continue enrollment as a homeschooled student.

### **ELIGIBILITY**

- Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law will be sufficient for the purpose of enrollment and all other actions requiring parental participation and consent;
- A transitioning military child who is placed in the non-custodial parent or other person standing in loco parentis, may continue to attend the school in which they are enrolled while residing with the custodial parent;
- The school will make every effort to obtain eligibility privileges for extracurricular activities, regardless of application deadlines, working in conjunction with the state high school athletic association, to the extent they are otherwise qualified.

### **OVERSIGHT, ENFORCEMENT AND DISPUTE RESOLUTION**

Please refer to the “Interstate Compact on Educational Opportunity for Military Children” for information related to disputes or controversies. In addition, contact the Clay County School District with questions pertaining to this subject.

## ELEMENTARY EDUCATION (K-6)

### ADMISSION AND DISTRICT REQUIREMENTS

#### **Kindergarten (F.S. 1003.21)**

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. **NO PROVISION FOR EARLY ADMISSION TO KINDERGARTEN EXISTS.**

#### **First Grade (F.S. 1003.21)**

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- Enrollment in a public school; or
- Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21. **NO PROVISION FOR EARLY ADMISSION TO FIRST GRADE EXISTS.**

#### **First Entry to the Clay County District Schools**

Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- Proof of date of birth for kindergarten and grade one students. (F.S. 1003.21) If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in Florida Statute 1003.21:
  - A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
  - An insurance policy on the child's life that had been in force for at least two years;
  - A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
  - A passport or certificate of arrival in the United States showing the age of the child;
  - A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
  - If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

A homeless child, as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.

- A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12. Required immunizations include (F.S. 1003.22):
  - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
  - Two or three doses of hepatitis B (HepB) vaccine
  - Three, four, or five doses of polio vaccine \*
  - Two doses of measles-mumps-rubella (MMR) vaccine
  - Two doses of varicella vaccine for K-8 \*\*
  - One dose of varicella vaccine for grades 10-12

\*If fourth dose of vaccine is administered prior to fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.  
 \*\*Varicella vaccine is not required if varicella disease is documented by health care provider.
- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- Social Security Number (District request)

## **TRANSFER DISTRICT REQUIREMENTS**

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in F.S. 1003.21 and F.S. 1003.22 and will be subject to the following conditions (this includes HOPE Scholarship Program transfers):

### **In-State Transfers from Nonpublic Schools to Kindergarten**

Students transferring from a nonpublic Florida Kindergarten to the Clay County District Schools must provide:

- Evidence of date of birth (five years of age on or before September 1)
- Proof of immunization
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

### **In-State Transfers from Nonpublic Schools to First Grade**

Pupils transferring from a nonpublic first grade must provide:

- Evidence of successful completion of kindergarten in a nonpublic Florida school
- Evidence of date of birth (six years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months
- Proof of immunization and

- Social Security Number (District request)

### **Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools**

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- Evidence of immunization against communicable diseases as required by F.S. 1003.22 on a Florida 680 or 681
- Evidence of date of birth in accordance with F.S. 1003.21
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

### **Home Education Program Entry or Reentry (FS 1003.21/1002.41)**

When a student is transferring into Clay County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- Age and maturity;
- Standardized achievement test results;
- Previous record in public and private schools which include state assessments and;
- Evidence of work and achievement while in home education

**Final grade placement will be determined by the principal at the end of four weeks (6A 1.09)**

### **Assigning Grades to Transferring Students**

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled**.

Transfers from one CCSD elementary school to another will be through Focus.

### **Assigning Report Card Grades**

Receiving schools shall assign progress report grades when the student has been enrolled in the school fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

In no way will an academic penalty be used for a "code of conduct" violation with the exception of cheating or plagiarism.

### Conversion Chart (Grades 3-6)

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

A+ = 100	A = 95	O = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 75
D+ = 69	D = 65	U = 59
	F = 55	

Grades earned outside 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, parent is notified with explanation given.
- Consistent with School Board rules and in accordance with state statute (1012.28(5)F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in a program(s) or classes.

## ELEMENTARY INSTRUCTION

### PHYSICAL EDUCATION AND RECESS

Florida Statute 1003.455 requires each district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles. K-5



students and 6<sup>th</sup> grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- required to enroll in a remedial course
- parent indicates in writing to the school that:
  - parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
  - student is participating in physical activities outside the school equal to or in excess of mandated requirements.

“Free-play” recess will be included in the elementary day for grades K - 5 for 120 minutes weekly. (HB 7069)

## **REGULAR PROGRAM**

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curriculum. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. (Chapter 1001, Part II). Schools may also offer courses in art, music, media, and/or technology. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Florida State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

## **HOMEWORK (SDCC Policy 4.40)**

Homework is defined as assignments which support specific concepts taught during the school day. Incomplete class work is not considered to be homework, but rather a continuation of the student’s daily class work responsibility. Because all Clay Virtual Academy course work is completed outside the traditional classroom, this policy does not apply to CVA students.

Homework should not exceed 20-30 minutes for K-3 or 30-45 minutes for 4-6. Individually assigned, rather than class assignments, are strongly recommended. No homework is to be assigned over school holidays. No homework is to be assigned during statewide assessment tests.

## **MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING**

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the 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) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

- Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
- Evidence-based curriculum and instructional approaches have a high probability of success for most students.
- Instruction is differentiated to meet individual learning needs.
- Reliable, valid, and instructionally relevant assessments include the following:
  - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
  - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
  - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and

- evaluating instruction/intervention effectiveness.
- Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
  - Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
- Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
  - Student response to instruction/intervention (MTSS) data are used to guide meaningful decision making.
  - Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
  - Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
  - All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

### **Problem Solving Process**

The problem-solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:

Step One: Define the problem 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 in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed-through grade level/content area

team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student’s deficiency isn’t remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended.

If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Intensive remedial instructional strategies may include but are not limited to:

- Summer school coursework (Grades 3 and 6)
- Extended day services (before or after school tutoring)
- Parent tutorial programs (if appropriate)
- Contracted academic services (previously approved by the district)
- Exceptional Student Education
- Suspension of curriculum other than reading, writing, and mathematics, and science
- Intensive skills development programs
- **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- Implementation of a positive behavior support plan
- Remediation plan to help the student with make-up work
- Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).
- Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3<sup>rd</sup> grade statewide, standardized ELA assessment are eligible for the “Reading Scholarships Accounts” program (see page 16 under “Reading Deficiencies and Parental Notification” form more information).

**A review shall be conducted of MTSS Plans for all retained third grade students who did not score above Level 1 on FSA and did not meet one of the Good Cause exemptions. The Plan must address additional supports and services needed to remediate the deficiency.**

## When to consider starting an MTSS Academic or Behavior Plan

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### Academic Considerations

	READING	MATH	WRITING
<b>K-2</b>	<ul style="list-style-type: none"> <li>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</li> <li>Teacher, parent, or other instructional personnel recommendation</li> <li>Report card reflects skills not mastered as expected for grade level</li> </ul>	<ul style="list-style-type: none"> <li>Scoring at the at-risk level on a Clay established benchmark assessment if supported by other data sources</li> <li>Teacher recommendation</li> <li>Report card reflects skills not mastered as expected for grade level</li> </ul>	<ul style="list-style-type: none"> <li>Report card reflects skills not mastered as expected for grade level</li> <li>Teacher recommendation</li> <li>Clay established assessment rubric demonstrates weakness in writing skills</li> </ul>
<b>3-6</b>	<ul style="list-style-type: none"> <li>Scoring at the at-risk level on Clay established benchmark assessment if supported by other data</li> <li>Teacher, parent, or other instructional personnel recommendation</li> <li>Report card reflects skills not mastered as expected for grade level</li> <li>Scored at level 1 or 2 on FSA for the two previous school years</li> <li>Required for retained 3<sup>rd</sup> grade readers</li> </ul>	<ul style="list-style-type: none"> <li>Scoring at the at-risk level on Clay established benchmark assessment if supported by other data</li> <li>Teacher recommendation</li> <li>Report card reflects skills not mastered as expected for grade level</li> <li>Scored at level 1 or 2 on or FSA for the two previous school years</li> </ul>	<ul style="list-style-type: none"> <li>Report card reflects skills not mastered as expected for grade level</li> <li>Teacher recommendation</li> <li>Clay established assessment rubric demonstrates weakness in writing skills</li> </ul>

### Behavioral Considerations

<b>K-6</b>	<ul style="list-style-type: none"> <li>Discipline referrals, Clay Behavior Universal Screener, Schoolwide Positive Behavioral Interventions and Supports (PBIS) data</li> <li>Students who exhibit externalizing or internalizing behaviors</li> <li>Students who present many behavioral challenges in and out of the classroom</li> <li>Students experiencing in-class consequences but do not get discipline referrals</li> <li>Students in ESE settings who may still need additional behavioral supports</li> <li>Teacher, parent, or other instructional personnel recommendation</li> </ul>
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## **READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25)**

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

## **Reading Scholarships**

FS 1002.411 provides reading scholarship accounts for students. Contingent upon available funds, and on a first-come, first-served basis, each student in grades 3 through 5 who is enrolled in a Florida public school is eligible for a reading scholarship account if the student scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.

For an eligible student to receive a reading scholarship account, the student's parent must:

- Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; StepUpForStudents.org
- Submit eligible expenses to the eligible nonprofit scholarship-funding organization for reimbursement of qualifying expenditures, which may include: instructional materials, curriculum, tuition and fees for tutoring, summer education and after-school education programs designed to improve reading or literacy skills

By September 30, the school district shall notify the parent of each student in grades 3 through 5 who scored below a level 3 on the statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

## **ATTENDANCE**

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS (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.

### **Habitual Truancy**

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e).



If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S

If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

#### EXCUSED/UNEXCUSED ABSENCES

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
  - The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
  - The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
  - Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Excused absences are: religious instruction/holidays, sickness, injury or other insurmountable conditions, absence for medical, clinical or therapeutic treatment of autism spectrum disorder, or absences due to participation in an academic class or program or as otherwise excused by the principal.

Students who have excused absences must be allowed to **make up missed work**. If a student has excessive absences, then he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day that a paper, project, test or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned prior to the absence is due the day the student returns. Work assigned during the absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established which indicates otherwise.

For unexcused absences, including out of school suspension, work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded. Work assigned and due during the time of an unexcused absence may be accepted for credit at the

discretion of the teacher.

Attendance for CVA is documented as follows:

- Students in grades K-5 must follow pace chart for each week;
- Students in grades 6-12 must stay on pace for each week (minimum of 5% per week);
- Any day a K-5 student does not log in is considered an absence if coursework is not up to date;

The Learnfare program requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced. (SDCC 4.54)

**Per School Board Policy, Perfect Attendance is awarded to students that have been neither absent nor tardy.** Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. To prevent parents from sending their child to school and then checking them out 30 minutes later, a student checked out prior to 10 a.m. will be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. (SDCC Policy 4.02 G)

#### **ASSESSMENT (F.S. 1008)**

Students in grades kindergarten through 6 are evaluated annually. **All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.** Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Education, for students with a 504 plan, and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP), 504 Plan or the English Language Learners Plan (ELL).

The Florida Standards Assessments (FSA) (<http://fsassessments.org>) elementary testing requirements are as follows:

**Florida Kindergarten Readiness Screener (FLKRS)** – (F.S. 1002.69) All school districts are required to administer the statewide screening based upon the VPK standards to each kindergarten student in the school district within the first 30 school days of the school year. Data will be used to identify students in need of intervention and support. Retained kindergarten students will not be screened. Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

**FSA English Language Arts – Writing**– The FSA Writing component is administered to all fourth, fifth, and sixth grade students. Results for the Writing Component will be combined with the FSA English Language Arts assessment for

one combined score.

**FSA Mathematics** – This test is administered to all students in grades 3, 4, 5 and 6.

**FSA English Language Arts** – This test is administered to all students in grades 3,4,5, and 6 in a separate assessment window from the FSA Writing component. Results from the English Language Arts assessment are combined with the FSA Writing component for one combined score.

**Statewide Science Assessment** – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

**ACCESS 2.0** – This test is administered to all ELL (English Language Learner) students with a code of “LY” on the first day of the test administration window.

### **Progress Monitoring**

- Clay County District schools will use the i-Ready reading diagnostic three times a year for reading progress monitoring in grades K-8. \*K-3
- Clay County District schools will use the Achieve3000 LevelSet three times a year for reading progress monitoring in grades 4-10.
- Clay County District schools will use the i-Ready reading diagnostic three times a year for math progress monitoring in grades K-8.

Student performance on teacher developed commercially produced assessments determine grades on report cards. Required district achievement testing and statewide assessments do not impact the student’s report card grade.

## **ELIGIBILITY FOR ALTERNATE ASSESSMENT**

### **FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

#### **Participation Guidelines**

All Florida students participate in the state’s assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

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) who are identified as LY, or active ESOL learners are required to take the annual ACCESS 2.0 assessment in accordance with Rule 6A-6.0902.

## **REPORTING PUPIL PROGRESS**

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, social studies and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

## **REPORT CARDS - F.S. 1003.33**

Student report cards will be issued every nine weeks. Incomplete work must be completed for a grade within two weeks of the last day of the grading period. This may not extend past the last day of school. Extensions for illness or incapacitating accident must be approved by the Principal.

Report cards will contain:

- The student's academic performance in each class or course grades 3-6 based upon examinations as well as written papers, class participation, and other academic

performance criteria (performance will be considered at grade level unless otherwise stated)

- The student’s conduct and behavior
- The student’s attendance, including absences and tardies

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Students in Kindergarten – Second grade with significant cognitive disabilities and working on the Participatory or Supported Level *Florida State Standards Access Points* will be evaluated with a modified report card. **All other students will be evaluated with the standard grade level report card.**

### REPORT CARDS K-1

The Report Cards for K-1 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health. These grades are evaluated through the use of the following scale:

- E - Excellent - Student consistently exceeds grade level expectations. (90% - 100%)
- S - Satisfactory - Student consistently meets grade level expectations. (70% - 89%)
- N - Needs Improvement - Student does not consistently meets grade level expectations. (60% - 69%)
- U - Unsatisfactory - Student does not meet grade level expectations. (59% and below)

Conduct and behavior is evaluated by the teacher using the following scale:

- O - Outstanding
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

### REPORT CARDS 2-6

The Report Cards for 2-6 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health are evaluated through the use of the following scale:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Conduct and behavior is evaluated by the teacher using the following scale:

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Students may also participate in courses such as physical education, music, art and technology. Performance or nonperformance in these classes may be communicated by the teacher via the district's Parent Portal.

**EVERY GRADING PERIOD, THE TEACHER WILL INDICATE WHETHER THE STUDENT IS WORKING ON (ON GRADE LEVEL), OR BL (BELOW GRADE LEVEL) FOR ALL CORE ACADEMIC SUBJECTS.**

#### **HONOR ROLL (GRADES 2-6 ONLY)**

To be eligible for the Honor Roll in grades 2-6, students must be working **on grade level**. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all "A's" and/or "A's and B's" but are not working on grade level.

##### **For "A" Honor Roll:**

All "A's" are required in Language Arts, Math, Science/Health, and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward Honor Roll. To attain year-long "A" honor roll the student must attain "A" honor roll each grading period during the year.

##### **For "A/B" Honor Roll:**

Grades of "A" or "B" are required in Language Arts, Math, Science/Health and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward the Honor Roll. To attain year-long honor roll for "AB" the student must achieve honor roll each grading period during the year.

#### **ELEMENTARY GRADE PLACEMENT K-6**

State law (1003.21(2)F.S.) places the responsibility for the placement of students with the school district. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. School personnel should utilize available



resources to achieve parental understanding and cooperation regarding grade placement. **The final decision for promotion or retention is the responsibility of the building Principal (1012.28(5)F.S.).**

#### **MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)**

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

#### **PROMOTION**

Promotion is based on mastery performance standards approved by the State Board of Education according to Florida Statute 1003.41 for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in reading, writing, science, and mathematics at each grade level as defined in the Florida State Standards. This also includes proficiency in statewide assessments below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account student learning style.

**No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25).** Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Standards Assessment.

Promotion, assignment, or retention normally will occur at the end of the school year or at

the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal.

Students in grade 6 must earn a promotion credit in Language Arts, Math, Science, and Social Studies to be promoted to 7<sup>th</sup> grade. To earn a promotion credit a student must earn a "D" or better on grade level in the subject area. A student may earn only one promotion credit in Summer School. A student can earn an additional promotion credit for promotion purposes through a state approved virtual instruction provider.

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade promotion, mid-year promotion, and subject-matter acceleration within the same school; virtual instruction in higher grade level subjects pursuant to S. 1002.3105 (2) (a).

Additional ACCEL options include enriched science, technology, engineering, and math (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options available within the principal's school.

### **STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS – RULE 6A-1.094222**

Mid-year promotion of retained third grade students must occur during the **first** semester of the academic year.

To be eligible, a student must demonstrate that he/she:

- Is a successful and independent reader as demonstrated by reading at or above third grade level; **and**
- Has progressed sufficiently to master appropriate fourth grade reading skills; **and**
- Has at least a "C" average in reading, math, science, and social studies at the third grade level.

The student must be able to demonstrate that he/she has the ability to perform satisfactorily at a fourth grade reading level consistent with the month of promotion to fourth grade as presented in the ELA Curriculum Guides. Evidence of demonstration of mastery will be:

- Successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; **or**
- A score at the 45<sup>th</sup> percentile or higher on the SAT-10 reading test or iReady reading equivalent of the 50th percentile or above which is consistent with the month of

promotion to fourth grade.

To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:

- Be selected by the district;
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- Include evidence of mastery of the standards assessed by the grade 3 FSA ELA;
- Include evidence of beginning mastery of grade 4 standards. This includes multiple choice, text-based response, and passages that are approximately 50% literary text and 50% information text and;
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The RtI/MTSS Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

#### **DETERMINATION REGARDING PROMOTION**

The basis for making the determination regarding promotion should reflect student performance according to:

- Proficiency with state standards as determined by i-Ready diagnostic reports in grades K-8\*
- Student growth as determined by i-Ready diagnostic reports in grades K-8\*
- Classwork and formative/summative assessments (reported grades)
- Performance on required statewide assessments
- Other objective data presented by teacher (Achieve3000 Lexile Level, LLI Reading Level, etc.)

Recommendation of the Individual Education Plan (IEP) team.

#### **ACCELERATION**

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter

acceleration when the promotion or acceleration occurs within the principal's school.

The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance.

### **Acceleration Options:**

- **Whole Grade Promotion** – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, **the student will be returned to the former placement.**
- **Mid-year Promotion** – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.
- **Subject Matter Acceleration** – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options.

## **STUDENTS WITH DISABILITIES**

Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be determined by the IEP team and based on the student meeting the goals and objectives on the Individual Education Plan. See Good Cause regarding mandatory grade 3 retention if applicable.

## **REMEDIATION**

### **REMEDIATION K-6**

A student exhibiting substantial reading difficulty must receive intensive reading instruction both during and outside the literacy block. Remediation should also be supported in the content area subjects. This must occur immediately following the identification of the reading deficiency. The student must continue to be given reading

instruction until the deficiency is remedied.

Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:

- Additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
- Implementation of an individual intervention plan developed, in conjunction with a parent or guardian that is designed to assist the student (in meeting state and district expectations of proficiency.
- Contingent upon available funds, access to the "Reading Scholarship Accounts" program.

### **SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE) (F.S. 1003.4156)**

In order to be promoted to grade 9, junior high students must successfully complete the following during their 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade years:

- 3 **courses** in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school **credit**, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)
- 3 courses in Social Studies (one of which must be Civics which includes a statewide, standardized EOC that constitutes 30% of the student's final grade. A middle grades/junior high student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two-year-long courses in social studies that include coverage of civics education.)
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)
- F.S. 1003.455 Requires one semester of physical education each year for students enrolled in grades 6-8.

Sixth grade students who score Level 1 or 2 on the FSA ELA must complete a remedial course or a content area course in which remediation strategies are incorporated in course content the following year. Students scoring a Level 2 on FSA Reading will be assessed

at the end of the sixth grade to determine placement in intensive reading or placement in a content area reading course in seventh grade.

Sixth grade students who score Level 1 or 2 on the FSA Math must receive remediation that may be integrated into the required math course the next year. Refer to page 19 for requirements of RtI Plans for students scoring Level 1 or 2 on FSA.

## **SIXTH GRADE FAST TRACK PROGRAM**

This program allows selected 6<sup>th</sup> 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 1<sup>st</sup>
- Student must attend summer school
- Principal recommends for Fast Track; requires District Office approval

Contact the school guidance counselor for more information.

## **RETENTION**

### **GENERAL REQUIREMENTS**

Students failing to achieve district levels of expectation **must** receive remediation. If, after remediation, they are still deficient, they **may** be retained.

### **Recommended Steps for Retention Consideration**

- Identify potential students and verify whether the students are receiving support services through an active monitoring plan or Individual Education Plan or 504 Plan.
- In consultation with the principal, teachers will notify parents **prior** to the last nine weeks of the school year.
- Students who have difficulty meeting promotion requirements should be evaluated for retention by the professional team (administrator, teacher, and counselor). Consideration should be given for a referral to the Response to Intervention Team/MTSS, Student Services Team, and/or counseling.

No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should determine if a student is ready for the work of the next grade level.

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

The school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

Students in grades K-6 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

### **MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25)**

It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

If the student's reading deficiency is not remedied by the end of the grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.

If a grade 3 student transfers after the administration of the Florida Standards Assessment, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade. The assessment, identified by the state, is the SAT-10 or iReady Reading. The student must score 45% or higher on the SAT-10 or 50th percentile or higher on the iReady diagnostic to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause".

Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause".

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FSA is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.

Each school district shall conduct a review of MTSS Plans (or Individual Education Plans for students with disabilities) for all retained third grade students who did not score above

Level 1 on the FSA ELA and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.

Third grade students who are retained must be provided intensive interventions in reading to eliminate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.

Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a Good Cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.

The school district shall require a student portfolio to be completed for each retained third grade student.

Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including scientifically research-based reading instruction and other strategies, which may include, but are not limited to: integration of science and social studies content within the reading block; small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3<sup>rd</sup> and 4<sup>th</sup> grade students; extended school day, week, or year (summer reading camps).

Provide students who are retained with a highly effective teacher.

Retained third grade students who have received intensive instructional services who subsequently score Level 1 must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

## **EXEMPTION FOR GOOD CAUSE**

### **GOOD CAUSE EXEMPTIONS FOR GRADE 3**

The district school board may only exempt students from mandatory retention in grade 3 for Good Cause. Good Cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.
- Students with disabilities whose Individual Education Plan indicates that participation in FSA is not appropriate.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (SAT-



- 10 alternative assessment/iReady reading).
- All grade 3 students new to the county or students who missed the reading portion of the FSA will be administered the alternative assessment prior to the end of the school year. All grade 3 students who scored Level 1 will also take the SAT-10 at the end of Summer Reading Camp.
  - To promote a student using the SAT-10 as an alternative assessment Good Cause exemption, the grade 3 student scoring at Level 1 Reading FSA must score at or above the 45<sup>th</sup> percentile on a parallel form of the SAT-10. The SAT-10 may only be administered **TWO** times. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student's Reading FSA scores or during the last two weeks of school, whichever occurs first, for student promotion purposes. The iReady scale score requirement for promotion is Reading 535 or higher.
  - To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
    - be selected by the district student's teacher;
    - be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
    - include evidence of mastery of the standards benchmarks assessed by the grade 3 Reading FSA ELA (2015);
    - include evidence of beginning mastery of grade 4 standards. Benchmarks that are assessed by the grade 4 Reading FSA (2015). This includes multiple choice, short text-based response, and extended response items and passages that are approximately 5060% literary text and 5040% information text, and are between 100-900 words with an average of 500 words. **For each benchmark, there must be three examples of mastery as demonstrated by a grade of "70%" or better;** and
    - be signed by the teacher and the principal as an accurate assessment of the required reading skills.
  - Students with disabilities who participate in the FSA **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K, 1, 2, or 3.
  - Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a monitoring plan (or Individual Education Plans for students with disabilities) that included specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
  - Students who have already been retained once in 3<sup>rd</sup> grade.

## **PRINCIPAL'S RESPONSIBILITY – GOOD CAUSE (F.S. 1008.25)**

Requests for Good Cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing MTSS Plan, Individual Educational Plan, if applicable, report card, and student portfolio.
- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted based upon good cause guidelines, the principal should complete a good cause attestation form and send it to the District Reading Department. The student should be coded as promoted within the FOCUS database.

## **PROMOTION (K-2, 4-6)**

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision is the responsibility of the principal.**

A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following reasons shall be the determining factor when making this decision for promotion:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a monitoring plan.
- Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
- Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on an MTSS Plan (or Individual Education Plans for students with disabilities) that includes specialized diagnostic information and specific reading strategies.

Request for exemption from retention for any student (K-2 or 4-6) with continuing reading deficiencies must be consistent with the following:

- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the

student's academic record. Such documentation can consist of the existing MTSS Plan, IEP, report card, student portfolio, or alternate testing and evaluations.

- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, he/she will sign the report card and indicate **promoted**. A statement will be added to the report card stating the data on which promotion is based.

For third grade students see Section on Mandatory Retention in Grade 3.

A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade grouping. Parents will be notified, in writing, of this placement.

Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.

Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FSA as determined by the State Board. See Mid-Year Promotion.

The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the 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 levels of performance in reading and writing. Grade 3 students who score Level 1 on the Florida Standards Assessment will be targeted for Summer Reading Camp.

### **STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP**

Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current monitoring plan or who meet individual school criteria for eligibility for available tutoring.

Students in grade 3, mandatorily retained, will be given the opportunity to attend Summer Reading Camp. The purpose of summer reading camp is to provide intensive reading remediation and to provide retained students with an additional opportunity for promotion to fourth grade. The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days he/she will be dropped from summer reading camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardy or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.

Students may make prior arrangements to take the SAT-10 at their district school on the last day of reading camp if they are taking remedial instruction through a private program.

In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.

English Language Learner (ELL) students are eligible.

Sixth grade students may attend summer school to remediate one course. A student can earn an additional promotion credit for promotional purposes through a state approved virtual instruction provider.

On a case by case basis Principals may determine whether previously retained, over-aged sixth graders may benefit by repeating one summer school course to be "conditionally promoted" to 7<sup>th</sup> grade where additional remediation must occur. (See Secondary PPP)

### **REQUIRED PROGRAM OF STUDY K-6**

The required program of study for elementary students in Clay County District Schools reflects state and local requirements for Elementary Education, including but not limited to, the Florida State Standards.

## **SPECIAL PROGRAMS AVAILABLE**

### **TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES**

Title I is a federally funded program designed to supplement basic education in core curriculum area of reading, math, science, and writing.

### **VIRTUAL SCHOOL (F.S. 1002.45)**

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. Students taking CVA for full time enrollment outside of Clay County must be released from their county of residence.

CVA offers full time/part-time enrollment as a franchise of Connections and FLVS, but also offers other full time programs through Pasco County Virtual School and FLVS (full time and flex). Part-time classes are available for students in 6 grade for any student who wishes to take additional classes and for 4<sup>th</sup> and 5<sup>th</sup> grade students who qualify based on state assessments. Elementary students who enroll directly with FLVS/Connections Academy as a school choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, [cva.oneclay.net](http://cva.oneclay.net). Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and require administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester.

### **CVA STUDENT CONTACT AND DROP POLICY**

Students are required to follow a pace chart (secondary) or scheduler (elementary). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the first 21 days with passing grades or they will be withdrawn from their course(s) at that point. Students who do this will be withdrawn without a grade NG. Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add

courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online. Administrators and guidance counselors will interpret this.

### **VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)**

The free Voluntary Prekindergarten Program will be offered at selected school sites during the summer and during the regular school year. Parents must provide transportation. In order to be eligible, the parent/guardian must:

- Provide a certificate of eligibility from Episcopal Children's Services.
- Provide a registered birth certificate indicating the child will be four years old on or before September 1<sup>st</sup> of the year of participation in VPK. They must be eligible to enter Kindergarten in the fall following VPK.
- Provide a physical dated within one year of the school entry date. Exemptions will be granted on religious grounds upon receiving written request from parents/guardian stating objections to the examination (F.S. 1003.22). A homeless child as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.
- Provide a valid DH 680 Florida Certificate of Immunization or DH 681 Florida Certificate of Religious Exemption for Immunization. This is the only document schools are permitted to accept as proof of immunization.
- Provide a Social Security Number (District request).

### **ENGLISH LANGUAGE LEARNERS (ELL)**

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

#### **Placement**

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student's current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

#### **Assessment**

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments,

regardless of their Date of Entry.

### **Retention**

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

### **Exit Procedures**

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

## SECONDARY EDUCATION

### ARTICULATED ACCELERATION

Articulated acceleration will serve either to shorten the length of time necessary for a student to complete the requirements associated with a postsecondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses and Preliminary IB courses
- Advanced International Certificate of Education (AICE)
- Virtual Education Options; including CVA and Florida Virtual School (FLVS)
- Industry Certifications that articulate to Post secondary credit as identified by the Florida Department of Education, Gold Articulation Agreements.

Schools will notify parents of students currently in/or entering high school of the opportunity and benefits of accelerated coursework.

It is the policy of the School District of Clay County to purchase tests for students who meet the following criteria involving AP, IB and AICE tests:

- A student must be enrolled in the course in order to be eligible to take the exam, except in the case of CAP for AP tests;
- The student must earn a “C” or higher in order for the school to purchase a test for that student, except in the case of CAP for AP tests;
- CAP students and home-schooled students who are not enrolled through Clay Virtual Academy but wish to take an exam may do so at a non-refundable fee (the cost of the test at that time). Checks must be made payable to the “School District of Clay County.”

**Dual Enrollment** – Students, who qualify for Dual Enrollment may take certain college classes from specified institutions within the Florida Postsecondary Articulation Agreement and receive high school and college credit. These classes have no tuition fees and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school guidance office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released for the courses from the high school campus since these courses would be considered part of their daily schedule. Dual Enrollment courses shall not be combined with any other course.

**Early Admissions** – Early admissions is a form of dual enrollment permitting high school



students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Career early admissions is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44. These students are entitled under rule and law to all rights and privileges allowed for all seniors included, but not limited to, participation in class activities (i.e. grad night, prom, etc.), rank in class, and eligibility for class Valedictorian or Salutatorian.

### **ASSESSMENT EXEMPTION**

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including FAA if based upon medical documentation from a physician that the student is medically fragile and needs intensive care due to a condition such as congenital disorder or acquired multi-system disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The student, if the IEP determines that the student qualifies, has the following options:

- One year exemption, if approved by the superintendent, from all statewide assessments.
- One to three year exemption, if approved by the superintendent, from all statewide assessments.
- Permanent exemption, if approved by the superintendent, from all statewide assessments.

### **ATTENDANCE**

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and

intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

## **HABITUAL TRUANCY**

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, 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 intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

- If the parent or guardian in charge of the student refuses to participate in the

- remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e)..
- If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S
  - If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3)). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

## **EXCUSED/UNEXCUSED ABSENCES**

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
  - The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
  - The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal

to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and 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.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Pertaining to children of military families, students may receive 5 excused days when the absences are due to a parent/guardian leaving for active duty, on leave from active duty or returning from deployment (FS-1000.36).

**In no instance will an academic penalty be used for a "Code of Conduct" violation.**

Attendance for Clay Virtual Academy students will be documented as follows:

- Students in grades K-5 must log in each school day;
- Students in grades 6-12 must follow their pace chart and be on pace;
- Any day a K-5 student does not log in is considered an absence unless otherwise approved by a CVA administrator or guidance counselor;

- Any week a 6-12 student completes less than their pace chart % of the coursework, an absence equal to the percentage below 5 will be documented unless otherwise approved by a CVA administrator or designee.

**Perfect Attendance is awarded to students that have been neither absent or tardy.**

Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. If a student is not in attendance for half of the school day he/she would be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. -(SDCC Policy 4.02 G) Clay Virtual Academy students are not eligible for perfect attendance.

**BRIGHT FUTURES SCHOLARSHIP PROGRAM**

The “Bright Futures Scholarship Program” is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within 3 years of high school graduation. If a student enlists directly into the military after graduation, the 3-year period begins upon date of separation of active duty. If a student has a full-time religious or service obligation lasting at least 18 months, the two-year eligibility period for an initial award and the five-year period for renewal begin upon completion of the obligation. The “Bright Futures Scholarship Program” is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the “Florida Academic Scholars” and “Gold Seal Programs”. High school guidance departments can provide specific details about meeting the program's criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- 4-Levels of scholarship awards – Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV); Florida Gold Seal CAPE Scholars (GSC)
- For all 4 awards, the student must earn a Florida high school diploma and meet the requirements for the specific award.
- Each award has its own academic requirements, award amounts and funding length. A student may receive funding for only one award with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average or Industry Certification depending on the level received.
- Achieve the required SAT, ACT or PERT test scores for the level received
- Perform required number of voluntary service hours based on the level received

More information about the Bright Futures program, along with other Florida scholarship opportunities, can be found at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org).

## **CALCULATING GRADES AND GRADE POINT AVERAGE**

Semester grades will be calculated by multiplying each quarter (9-weeks) numeric grade by .45 (45%), multiplying the semester exam by .10 (10%), and adding the products together. For semester courses, a final average of “60” and above equals 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 eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. “WP” and “WF” indicators in virtual courses are not counted in the GPA calculations. Quality points are assigned by each semester average (A = 4, B = 3, C = 2, D = 1, F = 0). Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a “Standard,” “Scholar,” or “Merit” diploma. All credit-earning courses taken in grades 7-12 and through virtual programs will count in the cumulative GPA calculations. For purpose of class rank only credit earning courses taken in grades 9-12 and through virtual programs during those years will 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.”

## **CLAY VIRTUAL ACADEMY**

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. CVA offers full time/part-time enrollment as a franchise of FLVS, but also offers other full time programs through other providers (local districts, virtual charter schools, and/or FLVS full time and flex). Students may opt to take 7<sup>th</sup> or 8<sup>th</sup> period courses through Clay Virtual Academy (a franchise of FLVS) or FLVS for acceleration, original credit or grade forgiveness. For more information please see your guidance counselor or [cva.oneclay.net](http://cva.oneclay.net).

Secondary students who enroll directly with FLVS/Connections Academy as a school

choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Clay Virtual Academy is a school of choice and may not be able to accommodate all students.

- Clay County shall not deny access to any District approved online courses assuming that the desired online course(s) is an appropriate course placement based on the students' academic history, grade level, ability level and age appropriateness. This program is available to full-time and/or part-time students in virtual courses in 6-12 (FS.1002.45);
- CVA offers numerous courses during the school year, including Honors courses and Advanced Placement (AP) courses. CVA course grades are accepted for credit and are transferable. CVA is considered part of the Clay County school system and has accreditation status AdvancEd and the courses are approved by the NCAA;
- The student may participate at their zoned school's graduation if at the time of enrollment during their senior year they are in good standing with the zoned school. Any student recommended for an alternative educational setting for disciplinary reasons may not participate in the commencement exercises at their zoned school; including students who enroll at CVA in lieu of the recommended alternative educational setting.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, [cva.oneclay.net](http://cva.oneclay.net). Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester, nor after Survey 3.

### **STUDENT CONTACT AND DROP POLICY**

Students are required to follow a pace chart. If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course ~~in the~~ within the first 21 days with passing grades or they will be withdrawn from their course(s). Students who do this will be withdrawn without a grade (NG). Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add

courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online.

### **COLLEGE READY TEST SCORES**

<b><u>ACT</u></b> Reading 19 Math 19
<b><u>SAT</u></b> Verbal 440 Math 440
<b><u>PERT</u></b> Reading 106 Writing 103 Math 114

### **CORRESPONDENCE COURSES**

Credit by “correspondence courses” shall not be accepted unless transferred in as part of an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value Acceptable nationally recognized accreditation organization.

### **COURSE SEQUENCING/JUNIOR HIGH SCHOOL COURSE SEQUENCING/JUNIOR HIGH SCHOOL**

Students are generally required to enroll in a full year of mathematics, language arts, science, social studies and physical education courses in grades 7 and 8. (Please see the section entitled “Physical Education” to obtain more information on the P.E. waiver.) The core courses mentioned above are offered at various levels with the school making recommendations on the placement of the student. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course and/or a Visual and Performing Arts course for their elective.

Social Studies at the Junior High level includes a Civics course which has an EOC attached to the course counting for 30% of the students’ final grade. In addition, the student must pass the course in order to eventually be promoted to the 9<sup>th</sup> grade. The U.S. History course will include Florida History, the Declaration of Independence content and its<sup>2</sup> relationship to our government, the Federalist papers, and the U.S. Constitution.



Junior High students taking Algebra and Geometry will have an End of Course Exam (EOC) in addition to the 7th grade Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, Geometry and Civics EOC results account for 30% of the students' overall grade. Students in Junior High must pass the course with a "60" or above in order to receive the credit and be promoted. Students will have several opportunities to take the exam in order to receive the passing score.

Students in 7<sup>th</sup> and 8<sup>th</sup> grade may enroll in high school credit earning courses approved by the District. This enables the student to earn high school credits as well as meeting the junior high school promotional requirements. Clay Virtual Academy offers accelerated courses for qualified students that may allow Junior High students to accelerate into High School math, science, computers and business skills and/or foreign language credits. Common courses approved by the District for high school credit are: Algebra 1, Geometry, Spanish, Digital Information Technology (*The focus of this course is to teach students the "Microsoft Office Suite" software which will prove to be valuable to students whether or not they choose to take business classes in the future. Students must score a "Level 3" or higher on the 7<sup>th</sup> grade "Reading FSA" and possess proficient keyboarding skills to be eligible.*) and Agricultural Foundations. Digital Information Technology will count towards the Fine Arts/Practical Arts graduation requirements and is a full-year course. These courses will be offered based on demand and teacher availability. Students and parents should check with their assigned school about other credit earning courses.

## **COURSE SUBSTITUTIONS**

*For a complete list of secondary course substitutions, see the FLDOE Secondary Student Progression FAQs, Career and Technical Education (CTE) Course Substitutions and Course Code Directory.*

### **Interscholastic Sport(s), Fine Arts, and Reserve Officer Training Corps**

- Participation in an interscholastic sport for two full seasons will satisfy the one credit physical education requirement.
- Completion of one semester with a grade of "C" or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts.
  - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.
- Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one credit requirement in physical education and the one credit requirement in performing arts.
  - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

### **Career and Technical Education**

Students may substitute up to two credits in each of the non-elective core subject areas of English, mathematics, and science as provided for in the Course Code Directory (CCD).

Career and Technical Education earnings that are used as substitution credits in one subject area may not be used as a substitute for any other subject area. Career and Technical Education substitutions and approved Industry Certifications substituting for math and science credits will not count toward state university system admission requirements.

### **Military Training**

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass/fail) during the summer between the 11<sup>th</sup> and 12<sup>th</sup> grades provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored “Split Training Option” programs. Credit would be granted under the appropriate Junior ROTC course listing in the “State Course code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the DOE.

*Local schools, with the approval of the Superintendent, may offer course substitutions as provided for in the Course Code Directory.*

Local schools, with the approval of the Superintendent, may modify course delivery procedures to include extensive student involvement in field interpretations and studies outside the regular classroom. In all cases, total classroom and “field” time will equal the number of contact hours required to earn credit as well as providing for demonstrated mastery of student performance standards for each course. In the case of courses under the District Dropout Prevention Plan, course modifications as allowed by SBE Rule and Performance-Based programs, will be allowed for credit.

### **CREDIT ACCELERATION PROGRAM (CAP)**

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a “End-of-Course” (EOC) exam, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) without having to actually be enrolled in the course(s). A student may earn high school credit in Algebra I, Geometry, U.S. History or Biology I if the student passes the statewide, standardized EOC without the requirement of enrolling in or completing the course. Students are eligible to take the EOC each time that it is offered by the state. Students are responsible for the expense of the AP or CLEP test itself and possible administrative costs.

The requirements and eligibility process to participate in the CAP program are:

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;
- The parent/student must notify the school counselor or Principal in writing in a timely manner regarding their desire to participate in the CAP process;
- Students/parents must supply evidence that they are prepared to sit for the assessment or that there is reasonable justification for the request. This evidence

includes, but is not limited to, previous FCAT/FSA scores, assessment, and grades earned in recent EOC associated courses;

- Obtain the Principal's approval to take the EOC/AP/CLEP test ;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

## **DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES**

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation, but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. *Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.*

## **END-OF-COURSE (EOC) EXAMS**

Some courses require “End-of-Course” (EOC) exams. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the graduation requirement. Students, who score a Level 1 or 2 on the Algebra I EOC, may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOC’s are also required in Civics (7<sup>th</sup> grade – 30% of the students’ overall grade), Geometry (30% of the overall grade

for “Standard,” “Scholar” and “Merit” diplomas), Biology (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students); and U.S. History (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students). Please see the “Graduation Chart” for more information on graduation requirements. The District and school distributes information about EOC requirements, testing information and resources each year. Students in Junior High taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.

For Junior High students taking Civics, the EOC constitutes 30% of their grade. If a student transfers into a Florida public school after the beginning of the second semester of their 8<sup>th</sup> grade year, the student is exempt from the Civics requirement if:

- The student transcript documents passing three Social Studies courses.
- Or two year-long courses in Social Studies that include coverage of Civics education.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course (see information on CAP). Students in grades K-12 are eligible under the CAP. Home education students will not take the EOC unless the student’s parent chooses to use the EOC for the annual evaluation required by the school district as specified in section 1002.41 Florida Statutes. Homeschool parents should consult with Clay Virtual Academy about EOC’s. Students enrolled in Florida Virtual must take all required EOC’s.

Concerning students who transfer into Clay County from out of the country, out-of-state, a private school, or a home school, with a transcript that shows credit received in Algebra 1 or an EOC required course under the “Scholar” diploma status.

The transfer student is required to take:

- The Algebra 1 EOC assessment if the student is entering grade 9 and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act. After taking the Algebra I EOC at least one time, the student can satisfy the Algebra I EOC graduation requirement by achieving a score of “97” on the PERT.
- The Biology and U.S. History EOCs – for “Scholar” diploma students only – if the student entered grade 9 in 2013-14 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology and U.S. History EOC if seeking a “Scholar” diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOC’s and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a school choice scholarship, such as the McKay Scholarship, may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not required to participate in the EOC assessment. However, to meet the Scholar Diploma requirement in Biology and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

## **ENGLISH LANGUAGE LEARNERS (ELL)**

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

### **Placement**

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student’s current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

### **Assessment**

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

### **Retention**

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student’s current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

**Exit Procedures**

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

**FLORIDA SEAL OF BILITERACY**

Students who attain a high level of competency in listening, speaking, reading and writing on one or more world languages, in addition to English, will be eligible for the “Gold” or “Silver” Seal of Biliteracy. This level of attainment will then be denoted on the student’s diploma and transcript.

*The purpose for recognizing students attainment of this proficiency is to: encourage students to study ~~for~~ world languages; provide employers with a method of identifying an individual with biliteracy skills who is seeking employment; provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admissions to the postsecondary institution; affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community. Students should consult with their school counselors in order to learn more about the standards of each level.*

**A. Silver Seal of Biliteracy**

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 3 or higher on the English Language Arts/FSA assessment

**B. Gold Seal of Biliteracy**

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 4 or higher on the English Language Arts/FSA assessment

In the event that the student was not able to complete 4 years of a World Language for high school credit, there are other assessment and portfolio options that may be used to fulfill the course requirement. Students should consult with their school counselors in order to learn more about the standards, additional exam options, and performance of each level.

**FOREIGN EXCHANGE STUDENT GUIDELINES**

Only those organizations operating international exchange programs at the high school

level that are members in good standing of the “Council on Standards for International Educational Travel” (CSIET) will be allowed to place students in Clay County public schools. At no time will the number of exchange students allowed in a high school exceed one-fourth (1/4) of one percent of the total school population or more than five (5) from one organization. This provision may be waived with approval of the Superintendent of Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit the number per organization to five (5). All organizations or host families must have foreign exchange students registered with their respective schools no later than five (5) calendar weeks prior to the start of school for student each year

Under the standards prescribed by CSIET, the following policies must be met by the host family and the exchange program prior to enrolling:

- Written acceptance by the school principal or their designee prior to a host family being designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school;
- The level of the student’s English language proficiency, based on test scores from the ELTIS, must be provided to the District/School. If the student does not meet the minimum score requirement (218), the student will not be placed in a Clay County school. It is the goal of the District to make sure foreign exchange students have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment; appropriate background information and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;
- The student will be classified as a junior and must successfully complete/pass a minimum of six subjects in order to participate in graduation. Foreign exchange students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students in the District.
- All exchange students will be required to take American History, English III (American Literature), American Government, Economics, and a minimum of 3 electives. The only exception to the required courses will be if the home country required a specific curriculum for a student in a specific grade and the local school can reasonably meet the student’s course needs. Written documentation of this requirement must be included as part of the student’s records;
- Driver’s Education, if offered at the school, will not be allowed as a course for exchange students;
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- Foreign exchange students at no time will receive a Clay County diploma of any type nor participate in graduation ceremonies. They will be awarded a special certificate certifying that they successfully completed the course of study for

exchange students as prescribed by the School District of Clay County. These students will not take the FSA or other assessments that may be prescribed by the DOE since they will not be awarded a standard diploma.

- Exchange students will be limited to a one-year program or, if approved by the principal, a semester.
- Exchange students entering into Clay County high schools through immigration status require a J-1 Visa. To get a J-1 Visa the student must be in an accepted foreign exchange program.
- A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family’s residence.
- A foreign exchange student may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) rules and policies.

**FORGIVENESS “D” AND “F”**

Students in grades 9-12 may retake a course in which they earned a “D” or “F.” The higher grade earned will be used in computing their GPA. This is to allow a student whose GPA is less than 2.0 to improve their GPA in order to meet the minimum graduation requirement. The grade forgiveness policy for required courses is limited to replacing the grade of “D” or “F” with a grade of “C” or higher earned in the same or comparable course. Elective courses may replace the grade of “D” or “F” with a grade of “C” or higher in any elective course. Year-long electives will replace year-long electives; semester electives will replace semester electives. Junior High students taking high school credit earning courses may forgive grades of “C,” “D,” or “F.” Once a “C” is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student’s GPA.

**GRADING SCALE**

Florida Grading Scale for Grades 6-12 is:

Letter Grade	Progress	Numerical Equivalent	GPA Value
A	Outstanding	90-100	“4” point
B	Above Average	80-89	“3” point
C	Average Progress	70-79	“2” point
D	Below Average	60-69	“1” point
F	Failure	50-59	“0” point
I	Incomplete		



Students moving into Clay County shall have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

Letter to Numeric Grade Conversions

<b>A+ = 100</b>	<b>A = 95</b>	<b>S = 80</b>
<b>B+ = 89</b>	<b>B = 85</b>	<b>N = 75</b>
<b>C+ = 79</b>	<b>C = 75</b>	<b>U = 59</b>
<b>D+ = 69</b>	<b>D = 65</b>	
	<b>F = 55</b>	

If the student has not enrolled in school, schools will use a zero for the numeric grade.

**GRADUATION EXERCISES/DIPLOMAS**

- Students who meet the requirements for a “Standard,” “Scholar,” “Merit,” and “Certificate of Completion” shall be eligible to participate in graduation exercises, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome. Students, who fail to meet the minimum credits as prescribed by the School District of Clay County even though they have passed the state assessments, shall not participate in graduation exercises and shall not receive a “Certificate of Completion.” Students eligible for a “Certificate of Completion” shall participate in graduation exercises. It is also District and State policy that eligible students are:
  - Allowed to graduate prior to their cohorts (the 24-credit option and 18-credit ACCEL option);
  - Students who graduate prior to their cohorts may continue to participate in school and social events and other specifically named events as part of the student’s cohort, excluding athletics;
  - Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

During all phases of graduation exercises, including rehearsals, Baccalaureate and commencement, students participating will not be differentiated as to diploma or “Certificate of Completion” except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be, “*Seniors*

*of the class of \_\_\_\_ are now certified as graduates or have completed their high school course of study as prescribed by the School District of Clay County and the State of Florida.”*

**“Certificate of Completion”** – Students who meet all credit requirements for graduation, but fail to meet a state assessment requirement AND/OR the required GPA for graduation may be awarded a “Certificate of Completion.” Basic education students or students served under Section 504 of the “Rehabilitation Act of 1973” who receive a “Certificate of Completion,” or are eligible to receive a “Certificate of Completion,” may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma. The awarding of a “Certificate of Completion” applies to students choosing the 24-credit option and the 18 credit ACCEL option. A student who has not completed all requirements for the three-year option, including earning passing scores on the state assessments and achieving the required GPA, must be required to meet the 24-credit option and must attend high school for a fourth year.

It is the District’s policy that in order for a student to receive a diploma from the school in which they attended during their senior year must complete all requirements prior to the end of the summer school session. If the requirements are met after the beginning of school for the next year that student will receive an “Adult High School Diploma.”

## **GRADUATION OPTIONS**

In July 2017, the Legislature amended laws related to the high school graduation requirements. Students entering grade nine in the 2014-2015 school year and forward have several diploma options. They are:

- **24-credit Standard option (with “Scholar” and/or “Merit Designations**
- **18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option**
- **International Baccalaureate (IB) Diploma curriculum**
- **Advanced International Certificate of Education (AICE) curriculum**

All of these graduation options include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. Students may change their selection of program options (24 credit and 18 credit ACCEL options) at any time during grades 9-12. Please refer to the “Graduation Requirement” charts in order to compare programs and the criteria for each type diploma.

A few points to remember when choosing a graduation option:

- Students selecting the IB program are committed to a four-year program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for 3 years. These students are still eligible for Florida Bright Futures

- Scholarships and qualify for acceleration programs (e.g.: AP, Dual Enrollment, etc.) if all criteria is met; High school credits awarded prior to the 9<sup>th</sup> 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 ELA or have a concordant score on a standardized test (ACT, SAT);
- 4 credits in Math – two of which must be Algebra 1 (must pass EOC and have exam count as 30% of course grade) and Geometry (must participate in EOC with results counting for 30% of final grade in course); two credits may be substituted with allowable industry certification that lead to college credit.
- 3 credits in Science – one of which must be Biology (must participate in EOC with results counting for 30% of final grade in course); Two of the 3 credits must have lab components; One (1) credit may be substituted with allowable industry certification that leads to college credit, Biology excluded; One (1) credit may be substituted with an identified rigorous computer science course with a related industry certification, Biology excluded;
- 3 credits in Social Science – 1 credit in U.S. History (must participate in EOC with results counting for 30% of final grade in course); 1 credit in World History; ½ credit in Economics with Financial Literacy; ½ credit in American Government;
- 1 credit in Fine and Performing Arts, Speech and Debate, or a specified Practical Arts course;
- 1 credit in Physical Education (includes integration of health)
- 8 credits in electives – elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores;

- 1 course from the above list must be an online course. This can be either a ½ or 1 credit course. The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate, OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining;
- 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work-related internships;
- The student must have a cumulative GPA of 2.0 or higher on a 4.0 scale.

**“Scholar” Designation of Standard Diploma** – same as above except for the following additions:

- Math – Earn 1 credit in Algebra II; Pass the Geometry EOC; Earn 1 credit in Statistics or equally rigorous course;
- Science – Must Pass the Biology EOC or earn minimum score for college credit on AP, AICE, or IB Biology I assessment; must take Chemistry or Physics; Earn 1 credit in a course that is equally rigorous to Chemistry or Physics;
- Social Sciences – Must Pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least 2 credits in a Foreign Language;
- Earn at least 1 credit in AP, IB, AICE, or Dual Enrollment course

**“Merit” diploma** – same as “Standard” diploma except for the following addition:

- Students pursuing a merit designation must attain one or more industry certifications.

### **International Baccalaureate (IB) Diploma**

The IB program is a rigorous pre-university course of study leading to internationally standardized tests. The program’s comprehensive two-year curriculum allows its’ graduates to fulfill requirements of many different nations’ educational systems. Students completing IB courses and exams from six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 6) Arts and Electives. IB diploma candidates must demonstrate their mastery of course work by passing a battery of comprehensive written, and in some cases oral, examinations in the six subject groups. In addition, IB candidates are required to take the course, “Theory of Knowledge,” complete 150 hours of community service projects and extra-curricular activities, and to write an extended essay. Students in schools enrolled in IB courses do not have to pay to take the exams.

### **Advanced International Certificate of Education (AICE) Diploma**

AICE is a program that is a rigorous pre-university course of study, leading to internationally standardized examinations under the Cambridge International Examination program. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations. AICE students are required to select seven tests, one test from each of four

major subject groups: Math and Science, Languages, Arts and Humanities, Global Perspectives and the remaining three examinations from any of the subject areas the student chooses with a maximum of two credits coming from the optional category..

The two schools in Clay County that offer the AICE program are Fleming Island High School and Oakleaf High School. The AICE program is considered an Academy and students must be either zoned for those schools in order to participate or among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact those schools.

For an AICE diploma, a candidate must earn the equivalent of seven credits by passing a combination of exams at either the full (one-credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from Global Perspectives and one course from each of the other three curriculum areas. Students in schools enrolled in the AICE courses do not have to pay to take the exams.

### **ACCEL (18-credit) Diploma**

Students who choose this option are only required to earn 18 credits. The core credits (Math, Language Arts, Social Sciences, and Science) are the same as the standard diploma types. These students pursuing the ACCEL diploma option do not have to earn a Physical Education credit, the online course credit is not required, and only 3 elective credits are needed instead of 8 elective credits. All other requirements are still in effect.

### **Online Credit Graduation Requirement**

Students may meet this requirement by completing and passing an online high school course offered by the following:

- Florida/Clay Virtual School;
- A district high school (traditional, franchise, or virtual charter);
- A postsecondary school as an online dual enrollment course;
- District virtual instruction programs; and
- A district middle school (high school level course)

Online course specifications and substitutions:

- Core course or considered electives, earning  $\frac{1}{2}$  credit or 1 full credit after course successfully completed.
- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List pursuant to s. 1008.44, F.S.,
- Passage of the information technology certification examination without enrollment in or completion of the corresponding courses.
- Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment of the corresponding course or courses.

### **Exceptions and Exemptions to Online Course Graduation Requirement**

The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate OR to a student who transfers into a Florida public high school who has less than a year left in high school.

Students may also satisfy the online course graduation requirement by completing a blended learning course.

Due to the blended model of instruction in secondary intensive reading classes (online and offline learning), successful completion of a year-long intensive reading course satisfies the online course requirement for students. If a 9-12 grade student passes the FSA ELA Assessment re-take or earns a concordant score, (s)he must remain in the intensive reading course for the full year in order to satisfy the online course requirement. If a student has already met the online course requirement outside of the intensive reading course and passes the FSA ELA Assessment or ACT/SAT in the fall, the student may exit intensive reading at the semester break.

Any student in grades 6-12 scoring a level 1 or 2 on FSA Reading Assessment must be screened using district-selected assessments. Students who pass the screeners will receive reading support within content area classes in order to fulfill their reading remediation requirement. Those students who do not pass the screeners must be placed in an intensive reading class.

### Graduation Requirements/Diploma Options

Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Designation	Graduation Requirements of 24-Credit "MERIT" Designation
English	4 credits in Language Arts  <i>MUST PASS</i> 10 <sup>th</sup> grade FSA ELA assessment	4 credits in Language Arts  <i>MUST PASS</i> 10 <sup>th</sup> grade FSA ELA assessment	4 credits in Language Arts  <i>MUST PASS</i> 10 <sup>th</sup> grade FSA ELA assessment
Mathematics	4 credits:  1 credit must be Algebra I ( <i>MUST PASS</i> EOC; EOC 30% of grade)  1 credit in Geometry (EOC 30% of grade)  2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits:  1 credit must be Algebra I ( <i>MUST PASS</i> EOC; EOC 30% of grade)  1 credit in Geometry (EOC 30% of grade; <i>MUST PASS</i> EOC)  1 credit in Algebra II  1 credit in Statistics or equally rigorous course.	4 credits:  1 credit must be Algebra I ( <i>MUST PASS</i> EOC; EOC 30% of grade)  1 credit in Geometry (EOC 30% of grade)  2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits:  1 credit in Biology 1 (EOC 30% of grade)  2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.	3 credits:  1 credit in Biology 1 ( <i>MUST PASS</i> EOC)  1 credit in Chemistry or Physics  1 credit in equally rigorous course	3 credits:  1 credit in Biology 1 (EOC 30% of grade)  2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.
Social Studies	3 credits:  1 credit in World History  1 credit in US History (EOC 30% of grade)  ½ credit in Government  ½ credit in Economics with Financial Literacy	3 credits:  1 credit in World History  1 credit in US History ( <i>MUST PASS</i> EOC)  ½ credit in Government  ½ credit in Economics with Financial Literacy	3 credits:  1 credit in World History  1 credit in US History (EOC 30% of grade)  ½ credit in Government  ½ credit in Economics with Financial Literacy
World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Fine and Performing Arts, Speech and Debate, or Practical Art	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.
Electives	8 credits	Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits
On-line Course Requirement	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students <i>MUST PASS</i> : <ul style="list-style-type: none"> <li>• Grade 10 FSA ELA (or ACT/SAT concordant score)</li> <li>• Algebra I EOC (or ACT/SAT concordant score or a comparative score on the PERT for students who entered 9th grade before 2018-19)</li> </ul>		
<b>Special Note:</b> *For the Standard Diploma and Merit Diploma the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.			

## **GRADUATION REQUIREMENT: CPR TRAINING**

For students entering the ninth grade in 2017-18 and thereafter, compression only cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements:

- The twenty-four (24) credit standard diploma option will require compression only CPR and AED instruction.
  - CPR and AED will be taught in the Personal Fitness course, traditionally or virtually.
  - Additional instructional opportunities may be provided through another appropriate course or school-related activity.
- The instructional program must meet the following requirements:
  - The instruction will be in compliance with the American Heart Association, American Red Cross, or a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines for compression only CPR.
  - Instruction will include the core cognitive and psychomotor skills associated with compression only CPR.
  - Instruction will include appropriate use of an AED which may be taught electronically (e.g. video).
- Schools will provide compression only CPR instruction or will arrange for instruction by community-based providers.
  - Compression only CPR/AED instructors are not required to be certified teachers.
  - Certified teachers providing compression only CPR/AED instruction are not required to be certified trainers of compression only CPR/AED.
  - Students are not required to earn compression only CPR/AED certification to successfully complete the instruction.
  - Students who are physically and/or cognitively unable to perform the training will be exempt from this requirement. Schools will make this determination in accordance with the student's Individualized Education Program (IEP).

The superintendent or designee shall be responsible for ensuring that schools comply with the requirements as outlined in this policy.

## **HIV/AIDS**

All students are given instruction in computer literacy, metrics, consumer education, effects of alcohol and drugs, the importance of kindness to animals, conservation of natural resources, child abuse, and an opportunity to enroll in Driver's Education (if offered). In addition, in grades 7 and 8, instruction will be given through the science courses in (required of each school per state law):

- Personal hygiene



- Substance abuse
- Human sexuality
- HIV/AIDS, communicable diseases as per state law

Updated and factual School board adopted curricula related to human sexuality, Human Immunodeficiency Virus infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into science courses for junior high and Personal Fitness for high school. Instruction shall address human reproduction, fetal development, pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities.

## HOME EDUCATION

“Home Education Program” is defined in F.S. 1002.41

Clay County secondary schools, including Clay Virtual Academy, are accredited by the AdvancEd. A student seeking to enter or re-enter a Clay County public school from a home educating program or a non-accredited school must meet all entrance requirements (state and district) that any other student must meet. The student will be enrolled at the appropriate grade level based on validated academic performance. A student may enroll full (K-12) or part-time (6-12) in Clay Virtual Academy and remain homeschooled.

All transfer work from a home education program other than Clay Virtual Academy or FLVS or accredited program, will be posted on a “pass/fail” basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam. F.S.1006 allows home schooled students to participate in interscholastic extracurricular activities of their attendance zoned school. The home education student must meet the same requirements of grades, residency and behavior as required of other students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Ex.: ROTC, Band, etc.). The home education student must register his/her intent to participate in extracurricular activities with the school before the beginning of the activity in which he or she wishes to participate. **The student standards for participation in interscholastic extracurricular activities begin with the student’s first semester of the 9<sup>th</sup> grade.** If a student’s cumulative GPA falls below 2.0 in the specified courses, the

student must execute an academic performance contract with the district school board, the FHSAA, and the student's parents. At a minimum, the contract must require the student to attend summer school to improve his/her GPA. A student must also maintain good conduct to remain eligible to participate in interscholastic extracurricular activities.

Home school students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District requirements. Should homeschooled students wish to graduate from a high school and receive that school's diploma; they must re-enroll for their entire senior year.

### **HONOR ROLL**

The "Honor Roll" status of students will be based on the following criteria:

- The "A" Honor Roll will consist of all "A's" on or above grade level;
- The "A/B" Honor Roll will consist of all "A's or B's" on or above grade level;
- Unweighted grades are utilized for Honor Roll selection;
- Conduct grades do not count toward Honor Roll determination

### **INTERIM REPORTS**

Parents or adult students must be notified in writing at a time during a grading period when it is apparent that the student may fail or is doing "Unsatisfactory" work in any course or grade assignment. It is imperative that contact take place to allow for an opportunity to use intervention strategies to correct deficiencies in academic areas. An acknowledgement of such notification should be obtained, if possible.

### **INTERSCHOLASTIC PARTICIPATION**

To be eligible for interscholastic competition, a student must meet the following criteria:

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school based on school and District policies.
- The student's eligibility is also contingent upon meeting the policies established in the district's Code of Student Conduct.
- See School Board Policy 4.43 for complete eligibility information.

Summer school subjects shall be included in the calculation of the students' GPA of the previous semester for participation in extracurricular activities during the first semester of each school year. Seventh (7<sup>th</sup>) grade students shall be eligible for participating during the first semester provided they were regularly promoted from the 6<sup>th</sup> 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. The physical education requirement shall be waived (grades 6-8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6-8):

- The student is enrolled or required to enroll in a remedial course
- The student’s parent indicates in writing to the school one of the following:
  - The parent requests that the student enroll in another course from among those designated by the school district, or
  - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

## **PROMOTION AND RETENTION**

Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal has documentation that standards have been met and that the student will be able to benefit from instruction at the high grade. Normally, this assignment occurs at the end of the semester, if such an assignment results in the child transferring to another school. Regarding the placement, principals must document through a variety of

means that the student has met state standards. This should be done by reviewing the academic history of the student, looking at assessments and applying remediation/grade recovery processes established by Clay County. In no case, shall the move be initiated until the principal of the receiving school has been notified and agrees with the documentation. If the receiving principal questions the transfer, the two principals should meet to discuss any questions or concerns. If requested by either principal, a district review may be used to determine proper placement of the student in question. The recommendation should be made in writing to the district school superintendent. Documentation and recommendation will then be forwarded to the Chief Academic Officer for review. In addition, school personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement.

All students who appear to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff, considered for Multi-Tiered System of Support (MTSS). Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher(s) feel such a referral would benefit the child. Any child in middle or junior high school, who has been retained one year and is recommended for retention a second year, is to be referred for an evaluation by appropriate specialists, psychologists, etc.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned may be assigned to the same grade for the next school year or given an alternative assignment. Student's level of proficiency in the areas of reading, writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the District and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following:

- Summer school course work or intensive skills development;
- Extended day or school year services/academic tutoring;
- Parent tutorial programs/
- Mentoring
- Contracted academic services (previously approved);
- Modified curriculum;
- Exceptional Student Education (ESE) services;
- Class size reduction;
- Use of educational software (COMPASS)
- Suspension of other curriculum offerings in areas other than reading, writing, English and math, or in those subjects specifically required for graduation.

Retention of students must be considered if the student has failed to master approved performance standards and has been provided remedial instruction and upon reassessment falls below determined cut-off points on a District measure of assessment or on the state assessments in reading, writing, science and mathematics. A student may also be retained

within an intensive program that is different from the previous year's program and takes into consideration the student's learning style. Children should be retained as little as possible. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. An appropriate alternative placement must be considered for a student who has been retained two or more years.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian, in writing, in a format adopted by the district School Board.

In general, the procedures outlined in this Student Progression Plan apply to all students with disabilities. An IEP serves as the basis for decisions regarding retention and promotion.

Under most circumstances, students will complete grade groupings within a set time frame. However, the principal may authorize that a student be retained a second time in any one of the grade groupings.

### **PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS**

In order to be promoted to the next higher grade within the junior high, a student must successfully complete Language Arts, Mathematics, Science, Social Studies and one additional course for a total of five (5) subjects. Existing state student performance standards shall be the basis for each course. Appropriate procedures shall be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. Remediation measures must be taken and documented in the student's PMP. No student may be assigned to a grade level based solely on age or other

factors that constitute social promotion (See P. 83 “Summer School – Junior High” on more information pertaining to promotion from grade level to grade level at the junior high.)

In order to be promoted to grade 9, Junior High students MUST successfully complete the following during their 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade years:

- 3 courses in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student’s performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school credit, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)
- 3 courses in Social Studies (one of which must be, at a minimum, a one-semester Civics education course that includes the roles and responsibilities of federal, state and local governments, the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the U.S. constitution. In addition, this course includes a statewide, standardized EOC that constitutes 30% of the student’s final grade as required under s. 1008.22, F.S.. A middle grades student who transfers into the state’s public school system from an out-of-country, an out-of-state, a private school, or a home education program after the beginning of the second term/semester of grade “8” is not required to meet the civics education requirement for promotion IF the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.)
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student’s performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student’s final course grade, and earn a passing grade in the course.)

## **PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS**

Grade level designation for high school students will be determined as follows:

- Following completion of one year designated as a 9<sup>th</sup> grader, the student will be designated as a 10<sup>th</sup> 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 10<sup>th</sup> grader, the student will be designated as a 11<sup>th</sup> 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 11<sup>th</sup> grader, the student must have completed 18-credits OR 21-credits at the end of the 1<sup>st</sup> semester of the student's fourth year enrolled at a high school and have a 2.0 cumulative GPA in order to be classified as a 12<sup>th</sup> grader (Senior) and take part in Senior oriented events (Prom, Grad Bash, and any other school determined Senior activities)

According to state statutes, students are assigned to a cohort class at the beginning of each year enrolled at a high school. This cohort status determines the graduation requirements that must be met by that student. Students will be regularly notified as to their “credits earned” status towards graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four years with their 9<sup>th</sup> 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 5<sup>th</sup> year of high school in order to obtain their Standard Diploma.

## **READING AND MATH REMEDIATION**

**Reading:** All 7<sup>th</sup> through 10<sup>th</sup> grade students scoring a Level 1 or Level 2 on the reading portion of the FSA will be screened for intensive reading placement.- Screening includes the use of the Achieve 3000 Spring Benchmark results, as well as a district comprehension screener and teacher recommendations. Students qualifying for intensive reading will be placed in one class period of reading using a blended model of teacher instruction and computer based practice. Students not qualifying for intensive reading placement will receive reading support in the content area classes. Students in grades 11 and 12 who score a Level 1 or 2 on FSA retakes and who have not earned a concordant score on the ACT or SAT will be placed in an intervention course focusing on ACT/SAT preparation and reading remediation. If a student passes the FSA retake or earns a concordant score, (s)he may exit the intensive reading program at the end of the first semester. (Note: The Instructional Decision Tree for intensive reading placement can be found on the district website.)

**Math:** Students in grades 7 and 8, who score an achievement level 1 on FSA, will be placed in standard math classes and will not qualify for advanced math programs. Eighth grade students scoring an achievement level 1 on the pre-algebra FSA will be given priority for Algebra 1A/1B upon entering high school. As a mandatory Florida math graduation requirement, students in Algebra 1 and Geometry are required to take an “End-of-Course” exam. Students not scoring an achievement level 3 or higher will be placed in a Liberal Arts Math course. Secondary schools will also be utilizing the Edgenuity online program to remediate course work, as a virtual tutor, and credit recovery. Additional remedial options are available in all Clay County secondary schools through the Guidance Department.

### **SCHEDULE CHANGES**

When changing a student’s schedule after the first ten days of school, leveling must be within the same specific subject. An example of this is if a student requests a schedule change and they are enrolled in Algebra Honors, Algebra 1 would be the most appropriate change. Grades earned will be transferred as part of the leveling process. Any withdrawals after the first quarter would require a withdraw “F/0” for the 2<sup>nd</sup> 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.

### **CLAY VIRTUAL ACADEMY - STUDENT CONTACT AND DROP POLICY**

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructors maintain regular contact. To ensure that our students are aware of this commitment, the four-part process below will be followed:

- If the student does not submit the expected numbers of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive a phone call from the instructor. During the call, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.



- If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an email to the student/parent to remind them of the importance of submitting work and detailing the withdrawal process, if necessary.
- If the student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
- An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of “W” will be issued. After the grace period, a grade of “WP or WF” (or failing grade (if over 50% completed) will be issued to their school transcripts.

Students from outside Clay County may enroll in CVA full or part time online programs.

### **SEMESTER EXAMS**

All students in grades 9-12 shall take semester exams. The School Board approved exam exemption procedures for seniors only is as follows:

- Exam exemptions are limited to seniors only;
- All seniors in year-long courses with a 1<sup>st</sup> semester average of “B” or better and a “B” average or better for 3<sup>rd</sup> and 4<sup>th</sup> quarters averaged together, will be exempt from taking those exams given at the end of the 2<sup>nd</sup> semester. Courses that are a semester in length are not exempt at any time;
- Attendance is not a consideration under the current exemption policy
- Exam values are the same for the current school year
- Semester exams will not be given early.

### **SPECIAL CONSIDERATIONS**

**Junior High:** Students with exceptional ability may be enrolled in credit earning courses at the high school with the approval of the school principals and the parent. The parent shall assume the responsibility for transporting the student between schools, where appropriate. Such enrollment must be limited to courses which are congruent with the beginning or ending of the school day, but not both. Student’s grades and credits shall be awarded as received by the school where the student is regularly enrolled.

Special classes/programs: The district will employ special programs designed to assist students in meeting the necessary credits and the 2.0 GPA required for graduation. Appropriate approaches not already covered in this plan will include, but shall not be limited to, special counseling tutorial programs, help and/or homework sessions, skills classes and special assistance to obtain a high school equivalency diploma when all requirements for graduation have been met except for the attainment of a 2.0 cumulative GPA.

## **SUMMER SCHOOL**

Summer school is an extension of the school year for students who attended Clay County schools. Students who did not attend Clay County schools are not eligible for the summer program unless they enrolled prior to the beginning of the 4<sup>th</sup> nine-week period or approved for the HOPE Scholarship Program (see the “Student Code of Conduct for more information about this program). High School Students may earn up to two full-credits during the summer regardless of the vehicle(s) used to acquire that credit.

### **Junior High Summer School: “Conditional Promotion.”**

For a 6<sup>th</sup> or 7<sup>th</sup> 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 8<sup>th</sup> grader failing two subjects must have all subjects successfully completed prior to enrolling in the 9<sup>th</sup> 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 8<sup>th</sup> grade student must have passing grades for all core content subjects for 6<sup>th</sup>-8<sup>th</sup> grade in order to be promoted to 9<sup>th</sup> grade, therefore, “Conditional Promotion” does not apply. **Students failing 3 or more courses are automatically retained.**

### **High School Summer School:**

Students may take ½ credit or up to 2 credits during the summer period. All coursework for grade forgiveness must be completed prior to the next school year. High school students may take courses that they received a “D” or “F” in so as to earn credit and to raise their GPA’s. Courses for new or original credit are limited and determined on an annual basis by the District.

Summer programs by other districts which assign credit may be reviewed by Clay County staff to determine appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools/districts.

## **TERMINATION OF SCHOOL PLACEMENT AT AGE 16**

A student who attains the age of 16 years during the school year is not subject to

compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

The following steps must also be taken:

- The school shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.
- The student's guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

### **TRANSFERRING STUDENT**

Students transferring from one school to another shall have the grade assigned by the departing school and by the receiving school if registered there for 15 or more days. If a student is transferring to a school in another district at a time near the end of the school year and the school they are transferring to, has already completed the school year, it will be the responsibility of our "sending school" to use good judgment for the benefit of the student involved. Usually no more than 20 school days should apply. The student's grades should be closed out and credit posted. Virtual students taking FLVS content courses receive grades of "WF" or "WP" when transferring prior to course completion per FLVS policy. The principal has the authority to waive class exams (this does not include "End-of Course" exams) in order to close out a student's grades.

Transferring Student and Graduation: students who enter a Clay County school at the 11<sup>th</sup> or 12<sup>th</sup> 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 10<sup>th</sup> Grade FSA ELA OR receive the concordant scores on the SAT or ACT identified by the Department of Education. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Transfer Credit Policies and Guidelines: The "State Uniform Transfer of High School Credits Rule" states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if

required by the receiving school's accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. The rule states that the requested grades or credits will be accepted if presented as part of an official transcript. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school. An official transcript shall be sent by mail or electronically signed by a school administrator, be on school letterhead, and/or be embossed with the school's seal. An official transcript should clearly identify the school, the student, course number, date the course was taken and the credit earned and grade in each course.

Examples of unofficial transcripts are: hand delivered by the student or parent, delivered to the designated school administrator in an opened envelope, or is on plain paper. The rule, therefore, precludes districts and individual schools from placing any additional requirements or procedures on the transfer of high school credits.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school or the student does not possess an official transcript, or if the student is a home education student, credits shall be validated through performance during the first grading period that the student is enrolled in the school. A student transferring into a school shall be placed at the appropriate sequential course level and in order to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. If a student does not meet this requirement, they shall have their credits validated using the "Alternative Validation Procedure" listed below:

- Portfolio evaluation by the Superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through dual Enrollment or at other private schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the FSA ELA;
- Written review of the criteria utilized for a given subject provided by the former school. Student must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in the "Alternative Validation procedure" of this rule, if required.

If the "Alternative Validation procedure" is used, parents are obligated to the findings of the procedure. A school has until the end of the first grading period in which the student is enrolled to validate an official transcript. After this point, all credits and grades are to be accepted at face value.

### **TRANSFER STUDENT PLACEMENT (Military Dependent Children)**

CCSB participates in the Interstate Compact on Educational Opportunity for Military Children, the purpose of which is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

The district will implement the requirements listed in FS 1000.36.

In order to facilitate on-time graduation for transferring military children enrolled any time in high school, as specified in section F.S. 1000.36, Article VII the following provisions apply:

- A school district must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the receiving state must provide an alternative means of acquiring the required course work so that graduation may occur on time.
- States must accept exit or end-of-course (EOC) exams required for graduation from a school in the sending state.
- If a transitioning student who transfers in his or her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the sending and receiving state schools must ensure the receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student may participate in all local graduation activities.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include advanced studies programs, dual enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB).

HOPE Scholarship Program students follow these same policies (see the “Student Code of Conduct for more information about this program).

### **CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS**

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
  - Class size
  - Grade and course
  - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, parent is notified with explanation given.

### **VALEDICTORIAN AND SALUTATORIAN RECOGNITION**

When a school awards Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a weighted grade point average on all courses taken in grades 9-12 including virtual courses. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the eighth semester. If virtual grades are not reported to the school prior to the last day of senior exams, that course should not be included in the determination of valedictorian(s) and salutatorian(s)."
- A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in Clay County that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18-Credit Graduation Program are eligible for valedictorian and salutatorian status. The conclusion of the eighth semester is the deadline for an 18-credit graduation program student to select to graduate and compete for valedictorian or salutatorian status, or continue to complete the 24-credit diploma.
- A student who transfers to or within Clay County during the last year prior to graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:
  - If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-Valedictorian along with the second ranked student. The third-ranked student would be named Salutatorian.
  - If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student

## **VOLUNTARY SERVICE HOURS**

*Voluntary Service Hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars, Gold Seal Vocational Scholars and Gold Seal CAPE Scholars : 100, 75 and 30 hours respectively. Students may begin logging and documenting volunteer service hours the summer before the student enters ninth grade. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. These service hours are not a Florida or school district requirement for graduation with a standard high school diploma.*

For student who are attempting to receive school community service hours for an activity, below are the district guidelines:

- Volunteer service is defined as “assisting where needed in a social issue where the student’s service directly addresses a need in the school or community in areas such as health, education, environment, public safety, etc.;
- Volunteer service activities should receive prior approval from the school’s designated high school personnel (typically, the student’s high school counselor) to ensure that credit will be awarded to the student;
- Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student’s own family;
- Volunteer service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;
- Volunteer service activities must be rendered for “not-for-profit” organizations or agencies;
- The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
  - “Direct Service” involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter or working with the elderly in a nursing home;
  - “Indirect Service” involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
  - “Advocacy” involves educating others about a particular social problem with a goal of eliminating the cause of that problem. Examples include writing letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups;
- Hours spent in volunteer service activities must be verified by a site supervisor. The appropriate documentation on business letterhead must be signed by the site supervisor. Business letterhead can also be attached to the completed Clay County Volunteer Service Documentation Form;

Activities that **MAY NOT** be approved include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business;
- Any activity that replaced a paid staff worker of the agency or institution that the student volunteers with;
- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts;
- Any activity whose main purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity **UNLESS** the hours are spent addressing a social problem (examples may include: Habitat for Humanity, A community-wide summer Vacation Bible School, etc.);
- Attendance at self-improvement workshops or conferences;
- Participation as an athlete in school sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;
- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

### **WEIGHTED GRADES**

Weighted courses earn additional quality points toward the GPA calculation. The traditional 4.0 scale (A = 4, B = 3, C = 2, D = 1, F = 0) is used for athletic eligibility, promotion, Bright Futures, etc. Rank in class is the primary purpose for utilizing a weighted grading scale. Weighted courses include: "Level 3" Career and Technical Education courses, Dual enrollment, IB, AP and AICE courses, all Honors level courses, Foreign Language courses for year 3 and above, Chemistry II, Physics II and Gifted Studies.

## **EXCEPTIONAL STUDENT EDUCATION**

### **EXCEPTIONAL STUDENT EDUCATION**

Programs are available to students determined eligible for exceptional student education (3-21 years of age) as described in the Exceptional Student Education Policies and Procedures document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general



statewide assessment are addressed in the student's Individual Educational Plan. Gifted education, for qualified students, is available K-12.

## **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. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, the IEP team will collaborate with the student's parents/guardians to select the most appropriate diploma option. The IEP team will discuss specific course and credit requirements for each diploma option in order to make an informed decision. The diploma option selected at the IEP meeting is noted on the IEP. At each annual IEP meeting thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed. If, at any time, a change to the diploma option is recommended or requested, the change must be approved by the parent and is subject to verification of appropriateness by an independent reviewer. Copies of each IEP shall be given to the parents.

### **STANDARD DIPLOMA**

#### **ELIGIBILITY**

All students with disabilities who entered 9<sup>th</sup> grade in 2014-15 must meet the requirements for a standard diploma in order to graduate. Note: Only students with disabilities who enrolled in grade nine (9) or higher prior to the 2014-15 school year and had an Individual Education Plan indicating a selection of special diploma may earn a special diploma rather than a standard diploma.

#### **REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS**

The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who:

- Earn a passing grade on the required statewide assessment(s) or meet the waiver requirements.
- Successfully complete the required credits in grades 9-12. Students with disabilities must earn required credits in district approved education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Students with disabilities may meet the elective credit requirements by earning credits in basic, vocational or exceptional student education courses as allowed by the standard diploma option selected.
- Attain the same cumulative grade point average required in the general education section of Student Progression Plan.

## **WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES**

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
- The student must have an individual educational plan (IEP).
- The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
- In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

Students with disabilities who choose to pursue the 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, may be eligible for a waiver of statewide, standardized assessment results as long as they meet all of the waiver requirements and the requirements for the ACCEL option.

Students pursuing a standard diploma with a scholar diploma designation are not eligible for a waiver. In order for a student to earn a scholar diploma designation, a student must meet the requirements of s. 1003.4285, F.S.

## **REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS**

**For those who have selected a General Standard Diploma, the following additional options may be discussed at an IEP team meeting and selected if appropriate.**

Standard Diploma via Access Courses: This diploma is ONLY available to students with significant cognitive disabilities who are enrolled in access courses. The following may be considered:

- Substitution of eligible Career Technical Education (CTE) courses for required access courses. Eligible CTE courses are noted in the state course code directory.
- Modified expectations or outcomes to the CTE curriculum if CTE substitutions have been selected in lieu of required access courses.
- Waiver of the Florida Standards Alternate Assessment for the purpose of receiving a course grade and a standard high school diploma. If this option is recommended by the IEP team, the parent must approve it. In addition, a Graduation Portfolio must be developed in the area (reading, math, science) in which the waiver is granted.

Standard Diploma via Academic Courses and Employment Competencies: This may be considered when the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills. If this option is selected, an appropriate and signed Employment Transition Plan must be in place and separate from the IEP. Also, in addition to meeting the requirements noted for the general standard diploma, the IEP team may discuss and opt to substitute eligible Career Technical Education (CTE) courses for required core academic courses. Eligible CTE courses are noted in the state course code directory.

Standard Diploma Merit Designation, Standard Diploma Scholar Designation, Advanced International Certificate of Education, State of Florida High School Performance-Based Diploma, State of Florida High School Diploma, International Baccalaureate, Standard Diploma ACCEL 18 Credit Option: Specific requirements for each of these diploma types can be found in the Secondary Education section of this manual.

## **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 22<sup>nd</sup> birthday.

## **DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA**

This applies only to students with disabilities pursuing a standard diploma during the

school year in which the student is expected to graduate. [Students who receive a special diploma or a certificate of completion do NOT need to defer receipt of the special diploma or certificate in order to continue to receive FAPE.] The IEP team must review the benefits of deferring and describe in writing the services and programs available to the student who wishes to defer. The decision is made by the parent or the student if over age 18 during the year the student is expected to meet all of the requirements for a standard diploma, which is the senior year. Additionally, the decision to defer must be made by May 15 of the senior year. A student with a disability may only defer receipt of a standard diploma if:

- The IEP includes special education, transition planning, transition services, or related services through age 21 AND
- The student is enrolled in one or more of the following:
  - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, and credit by examination)
  - Industry certification courses that lead to college credit (check with the Career-Technical Education department for courses that apply)
  - Collegiate high school program (International Baccalaureate program, or Advanced International Certificate of Education program)
  - Courses necessary to satisfy the Scholar designation requirements (the scholar designation requires satisfactory completion of additional academic courses and assessments; see [fldoe.org](http://fldoe.org) for additional information)
  - A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old).

## **GIFTED PROGRAM**

A student is eligible for special instructional programs for the Gifted from kindergarten through grade 12 if the student meets one of these criteria:

- The student demonstrates:
  - The need for a special program.
  - A majority of characteristics of Gifted students according to a standard scale or checklist.
  - Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.
- The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are Gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C., as students with limited English proficiency or students from low socio-economic status families.

When a student is determined eligible for this program, an Educational Plan is developed. In grades K-6, Clay County District Schools utilizes the research based Gifted Enrichment Model as the best way to meet the depth and complex needs of elementary students who

are Gifted. In grades 7-8, junior high schools may utilize academic content courses or provide support facilitation. Students who are Gifted articulating from grade 8 to 9 will have an Educational Plan articulation meeting to address appropriate services.

In order to ensure that Exceptional Student Education Services are provided for all students who are Gifted, the following principles should guide decision making:

- The Educational Plan (EP) drives the Gifted service; students must attend the Gifted class, or receive the Gifted services, as they do any other required instruction. Participation in Gifted classes cannot be used as a reward.
- The Educational Plan identifies the amount of time a student receives instruction with the Gifted teacher. If any changes are needed to the Educational Plan, individual EP meetings must be held (including the parent/guardian) to address the changes. The changes must be described in Present Level of Educational Performance.
- Students who attend Gifted Enrichment classes are responsible for concepts covered in their general education class. The general education teacher should try to schedule critical lectures, presentations of new material, and tests at a time when the Gifted students are present. Any critical material covered when the Gifted students are receiving their required Gifted service will be provided to students upon their return to class.
- Students who are Gifted attending an enrichment class are NOT required to make up classwork or homework missed while participating in activities with the Gifted teacher. Additionally, missed classwork must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- Middle school students who attend a Gifted class for content instruction receive their grade for that subject from the Gifted teacher.
- In order to be considered an ESE service, all Gifted classes (Enrichment classes at elementary school or Gifted academic content courses at the junior high school) must be taught by a Gifted Endorsed Teacher and the classes must be comprised of only students who are Gifted.

### **CLASSROOM ACCOMMODATIONS**

ESE and 504 students should receive classroom accommodations as listed in their IEP or 504 Plan. Accommodations are implemented in all general education courses, Career and Technical Education (CTE) courses and programs of study as needed to assure students the opportunity to meet requirements for course completion and high school graduation requirements for a standard diploma. The appropriate accommodations shall be determined on the basis of the assessed needs of the student and shall be reflected in his/her IEP. Accommodations to these courses shall not include modifications to the student performance standards.

### **DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS**

Allowable district and state standardized assessment accommodations should be

considered by the IEP team at annual IEP reviews. Note that only allowable accommodations approved by any specified standardized assessments are permissible. Parents and students should be made aware that there may be accommodations used in the classroom that are not permissible on standardized assessments.

**Teachers are to use appropriate testing accommodations, identified on the IEP, for a student with disabilities in all situations.**

## **FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

### **Participation Guidelines:**

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments. All of the following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

If the student meets all of the criteria for alternate assessment, the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If the student does not meet the criteria, the student should be instructed in general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score. The four achievement levels are:

- Level 1 Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.
- Level 2 Students at this level demonstrate a limited level of success with the Florida Standards Access Points.
- Level 3 Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.
- Level 4 Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

#### **HOSPITAL/HOMEBOUND**

This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.



# SCHOOL BOARD OF CLAY COUNTY, FLORIDA

## APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT STUDENT PROGRESSION PLAN FOR 2020-2021

**Approval to Advertise:** The School Board of Clay County, Florida (“the Board”) approved on June 25, 2020 the advertisement of the proposed Student Progression Plan for the 2020-2021 school year.

**Purpose & Effect:** The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

**Access to Text of Proposed Amendments:** The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District’s website at [www.oneclay.net](http://www.oneclay.net) under the School Board Meeting Links, School Board Agendas - June 25, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

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

**Laws Implemented:** The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

**Person(s) Originating Policy Changes:** The proposed Student Progression Plan for 2020-2021 was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

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

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

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



August 6, 2020 - Regular School Board Meeting

**Title**

D4 - PUBLIC HEARING TO APPROVE AS ADVERTISED THE 2020-2021 STUDENT HANDBOOK AND CODE OF STUDENT CONDUCT

**Description**

Per statutory requirement, the 2020-21 Code of Student Conduct is being noticed prior to its official adoption by the School Board of Clay County in August of 2020. 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 guidelines to 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. Due to the pandemic, additional language has been added to the Code to reflect student expectations when utilizing distance learning as an extension of the traditional classroom and academic honesty.

**Previous Outcomes**

N/A

**Expected Outcomes**

By publicly advertising this revised version of the Student Handbook and Code of Student Conduct per statutory regulation, the District will continue its cycle of compliance with the Florida Department of Education and allow for public input on the practices and procedures related to student rights and responsibilities as well as how the District handles student misbehavior while in a learning environment.

**Strategic Plan Goal**

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

**Recommendation**

Advertise the 2020-21 Student Handbook and Code of Conduct

**Contact**

Josh Kristol, Coordinator of Student Engagement, [joshua.kristol@myoneclay.net](mailto:joshua.kristol@myoneclay.net)

**Financial Impact**

None

**Review Comments**

**Attachments**

- ⌚ [5\\_15\\_20 Code of Conduct Rationale Clay County District Schools.pdf](#)
- ⌚ [5\\_15\\_21 2020-2021 Handbook & Code of Student Conduct.pdf](#)
- ⌚ [Advertise and Public Hearing to Adopt Student Handbook and Code of Conduct for 2020-2021.pdf](#)

**Clay County District Schools**  
**Student & Family Handbook and Code of Student Conduct**  
**Revisions for 2020-2021**  
**5/15/2020**

- I. New Superintendent David Broskie
  - a. New photograph(s) solo and with The School Board
  - b. New Vision Statement
- II. “Distance Learning”
  - a. Added to areas of focus such as academic honesty.
  - b. Can be added to other locations upon request
- III. Dress Code
  - a. “School ID’s must be worn at all times”, applies to schools that have purchased student ID’s
  - b. Added “pornographic” to apparel that cannot be worn.
  - c. Removed tight fitting clothing and identified specific clothes that cannot be worn.
  - d. Added “muscle shirts” to above line for clarification and equality.
- IV. Additional Code(s)
  - a. Room Clearing Event (RCE) – to be used to track information on students who have an impact on the learning environment
  - b. Other Major (OMC) – addition of students selling unauthorized food on campus, vaping paraphernalia that is found not on a person.
  - c. Tobacco/Vaping – more defined on student usage and possession.
- V. Immunizations
  - a. Updated to the 2020-2021 school year.
- VI. Closing
  - a. updated

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# STUDENT & FAMILY HANDBOOK and Code of Student Conduct

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~~Addison G. Davis~~ David Broskie  
Superintendent of Schools

## CLAY COUNTY SCHOOL BOARD

District 1:	Janice Kerekes
District 2:	Carol Studdard
District 3:	Tina Bullock
District 4:	Mary Bolla
District 5:	Ashley Gilhousen

# 2019-2020-2020-2021

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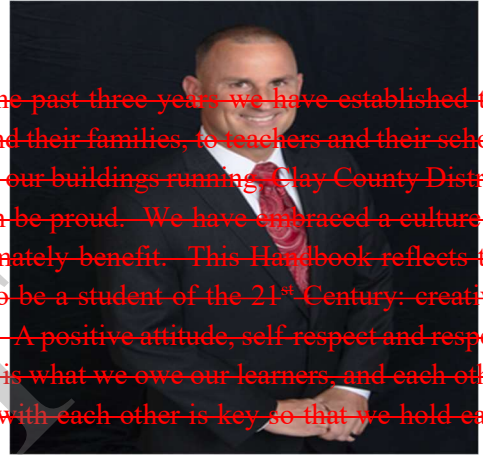
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Dear Parents, Students, and Community Partners,

~~Clay County District Schools has a proud tradition of excellence, and over the past three years we have established the system as one of the best in the state if not in the country. From our students and their families, to teachers and their school administrators; from District staff and support personnel, to the teams that keep our buildings running, Clay County District Schools has truly become an educational environment for which everyone can be proud. We have embraced a culture of learning and growth for ourselves as educators so that our students will ultimately benefit. This Handbook reflects the values of our community, and keeps an eye to the future for what it means to be a student of the 21<sup>st</sup> Century: creative, informed, technologically literate, and flexible, but most of all a critical thinker. A positive attitude, self-respect and respect for others, clear communication, and knowledge of expectations and standards is what we owe our learners, and each other as we navigate the incredible opportunities put before us. Our collaboration with each other is key so that we hold each other accountable for what matters most — our kids.~~



~~We look forward to working with you since this is the only way to truly Elevate Clay! I look forward to a great school year!~~

~~Respectfully,  
Addison G. Davis, Superintendent of Schools~~

#### Jurisdiction of the School Board



This Handbook and all of its referenced policies and procedures is in force at all times on all school campuses and properties, as well as such times and places, including but not necessarily limited to, school sponsored events, field trips, athletic functions and other activities where school administrators have jurisdiction over students. Jurisdictional control over the student may extend to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on the health, safety, or welfare of the school. With respect to bullying and harassment behavior, jurisdiction of the

Board extends to data or computer software accessed at a non-school related location, activity, function, or program, or to technology or an electronic device that is not owned, leased, or used by the Clay County District Schools.

Our primary role as School Board members is to ensure the safety of all school district members and guests, and to craft policies that reflect the spirit of our communities while also considering the future of our most precious asset – the kids. This Handbook is just one of those guides that help to make our schools great. We are honored to be given this opportunity, and look forward to the collaboration and partnership that makes Clay County a truly special place to live.

Dear Parents, Students, and Community Partners,

Together we faced an unprecedented pandemic with COVID-19 during the 2019-2020 school year and this virus radically changed how we operated as a school district. During this difficult time, it was still important for our public school system to safely deliver high-quality instruction to our students through distance learning. Through good times and trying circumstances, Clay County District Schools continues to pride itself on the ability to create an excellent education for all learners. One way that we continue to provide quality education and safety for all students is through our *Student Handbook & Code of Student Conduct*. This code outlines the rights and responsibilities of our scholars, not only as an individual learner, but also as a student that plays an integral part of the *OneClay* family. This handbook provides clear expectations to parents and students on the values of our community.



This Code of Student Conduct has been approved by the Clay County School Board, and contains important information that is essential to your child’s education. My hope is that you read and review this handbook with your student to make sure they understand the content. If you have any questions or concerns, your school principal will be happy to assist you. We value your partnership in public education, as together, we build the best educational system for our kids.

Respectfully,

David Broskie


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## 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.

It is the intent of this document to help students understand that individual rights involve associated responsibilities, and that individual rights must be viewed in relationship to the health, safety, and welfare of the entire school community. The principal shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, and in accordance with rules and regulations of the School Board for planning, management, and operation of the school to which the principal is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

## STUDENT RIGHTS AND RESPONSIBILITIES

### School Participation

Regular attendance by students will facilitate the development of the skills and knowledge necessary to function in a modern democratic society. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that all applicable school attendance laws are obeyed.

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 Experience and Outcomes

Active involvement in the learning process is critical to academic success, and is a complex interaction between age, maturity, ability, and personal commitment. For all learners, the level of engagement with the material and the experiences will be reflected in grades and assessments.

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.*

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To receive and have explained to a teacher’s grading criteria at the beginning of each year long or semester course.	To become informed of the grading criteria and any updates to grading rubrics.
To receive reasonable notification of failure or potential failure during the grading period when it is apparent unsatisfactory work is being performed.	To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress

\*Florida Statutes 1006.42(1): Each Parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials, and shall pay for such loss, destruction, or unnecessary damage as provided by law.

### Freedom of Speech & Expression

Citizens in our democracy are guaranteed self-expression under the 1st and 4th Amendments of the United States Constitution; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self-expression.

Student Rights	Student Responsibilities
To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, or libelous.	To respect the rights, property, and beliefs of other individuals, to express disagreement in a manner which does not infringe upon the rights of others, and does not interfere with the orderly educational process.**
To not be subject to disciplinary action because of use of a language other than English if student has limited English proficiency.	To act in a manner which preserves the dignity of patriotic observances.
To affirm their identity with the American ideals as allowed and encouraged by state law.*	To respect the religious beliefs and observances of others.
To refrain from any activity which violates the precepts of their religion.	To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school.
To petition and survey student opinion in accordance with the procedures that are established by the principal and consistent with school district guidelines.	

\*Pursuant to F.S. 1003.44.

\*\*Pursuant to School Board Rule 4.04 and F.S. 1006.07(2)(c).

### Privacy and Property Rights

Federal and State laws provide persons with reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school’s responsibility to protect the health, safety, and welfare of all students (4th Amendment of the United States Constitution).

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 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 arriving on time.
- are prepared to come to class with appropriate working materials.
- are responsible for their own work and actions.
- are responsible for delivery of written communications to their parent/guardian.
- are respectful to all individuals and property.
- refrain from profane or inflammatory statements.
- maintain grooming habits appropriate for a school environment.

- abide by the rules and regulations set forth by the school and individual classroom teachers, while conducting themselves in a safe and responsible manner.

#### SCHOOLS THAT:

- encourage the use of good guidance procedures.
- maintain an atmosphere conducive to good behavior.
- exhibit an attitude of respect for students.
- plan a flexible curriculum to meet the needs of all students.
- promote effective training and discipline based upon fair and impartial treatment of all students.
- develop a positive working relationship among staff, students, and community partners.
- encourage the school staff, parents and student to use the services of community partners.
- encourage parents to maintain regular communication with the school and participate in its affairs.
- seek to involve students in the development of district policy.
- inform all employees of their requirement to report to law enforcement felony offenses and violent misdemeanors or delinquent acts which would be a felony offense if committed by an adult on or near school property.

## EQUAL OPPORTUNITY: PREVENTION OF DISCRIMINATION, HARASSMENT & BULLYING

### NOTICE OF NON-DISCRIMINATION AND PROCEDURES FOR HANDLING ALLEGATIONS OF POSSIBLE DISCRIMINATION WITHIN THE CLAY COUNTY SCHOOLS – EMPLOYMENT AND PROGRAMS

Non-discrimination and diversity are foundation principles of the School Board. It is School Board policy to hire and promote the best qualified candidate measured against the requirements of the job and to provide equal employment and advancement opportunity for all individuals without discrimination because of race, color, gender, religion, age, national origin, disability, veteran, marital status or any other protected status.

The School Board also makes reasonable accommodations for disabled employees. Employees who would like to be considered for accommodation assistance should contact the Assistant Superintendent for Human Resources. Information obtained concerning individuals requesting accommodations is kept confidential, to the extent possible, except that principals and supervisors may be informed regarding restrictions on the work duties of disabled individuals and information regarding necessary accommodations.

The policy applies to all areas of employment, including recruitment, hiring, training, promotion, compensation, benefits, transfer, and social and recreational programs.

The Clay County School Board reaffirms its Equal Education Opportunity (EEO) commitment as follows:

- Guidance counseling, financial assistance and access to academic, career and vocational opportunities are available without regard to race, religion, color, sex, marital status, age, national origin, disability, or other protected status.

- Criteria for admission to programs and courses do not have the effect of restricting access.
- Recreational and athletic activities do not exclude participation in, deny benefits of, or treat people differently on the basis of sex.

The Policy of the Clay County School Board (6GX-10-1.06) 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|HARASSMENT

Discrimination is defined as treating a person of a particular group differently based on their protected class characteristic. Harassment is defined as verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of the person's protected status and has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, or offensive education environment. Harassing conduct includes epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group that is placed on walls or elsewhere on the district's premises or circulated by e-mail, phone (including voice messages), text messages, social networking sites, or other means. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum.

It shall be a violation of District policy for any student, teacher, administrator, or other district personnel to harass a student or adult through conduct of a sexual nature, or regarding race, color, sexual orientation, national origin or disability as defined by this policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment based on race, color, sexual orientation, national origin, or disability by a student, teacher, administrator, or other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

Examples of conduct that may constitute harassment based on race, color, sexual orientation, or national origin, include:

- graffiti containing offensive language which refers to a person's race, color, sexual orientation, or national origin
- name calling, jokes, or rumors
- threatening or intimidating conduct directed at a person because of his/her race, color, sexual orientation, or national origin
- racial or ethnic slurs, negative stereotypes, and hostile acts based on another's race, color, sexual orientation, or national origin
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, that person's race, color, sexual orientation, or national origin
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race, color, sexual orientation, or national origin

Harassment based on a disability consists of verbal or physical conduct relating to an individual's physical or mental impairment when the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from services or opportunities in an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct that may constitute harassment because of a disability include:

- graffiti containing offensive language derogatory to a person because of their physical or mental disability
- threatening or intimidating conduct directed at another because of that person's physical or mental disability

For additional information, please refer to District Policy Rule 1.12.

## SEXUAL HARASSMENT

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, whistling, or touching; insulting or obscene comments or gestures; display of sexually suggestive objects or pictures; and other physical, verbal, or visual conduct of a sexual nature in the workplace. Sexual harassment can take two forms: 1) hostile environment and 2) "quid pro quo" which means "you do something for me and I'll do something for you" in a sexual context.

All public schools receiving any federal funds must also comply with Title IX of the Education Amendments of 1972. A school has a responsibility to respond promptly and effectively to a claim of sexual harassment or sexual violence. Title IX requires schools to adopt and publish grievance procedures for students to file complaints of sex discrimination, including complaints of sexual harassment or sexual violence. Schools can use general disciplinary procedures to address complaints of sex discrimination but all procedures must provide for prompt and equitable resolution of sex discrimination complaints.

## BULLYING

Bullying is defined as any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student, or would be reasonably assumed to cause harm. Bullying is prohibited against any student for any reason, including but not limited to, any such behavior that is directed toward a student on the basis of academic performance, or against whom federal and state laws prohibit discrimination.

To guide the investigation of alleged bullying, three key elements must be present in order to fall into the Substantiated Bullying category. This includes behaviors that are repeated, or could be reasonably repeated, intentional, and reflect a power imbalance between the individual engaged in bullying behavior and the one being bullied.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, or purposely excluding someone from a group. Cyberbullying is a specific form of bullying using technology to hurt, harm or humiliate another individual or group.

## 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:
  - o the nature of the behavior
  - o how often the behavior occurred
  - o past incidents or past continuing patterns of behavior
  - o relationship between the parties involved, including any positions of power one may have over another
  - o race, national origin, sex, disability (if any) and age of the person being harassed or bullied
  - o identity of the student(s) bullying others
  - o locations of all incidents
  - o impact on educational progress and educational environment
  - o 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 & 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.

Saturday School attendance (all four hours) may clear an absence. Banking of Saturday School credit is NOT allowed.

NOTE: All decisions regarding participation in graduation activities as a function of the Senior Attendance Policy will be at the discretion of school administration.

## TRUANCY

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

Absence by a student for twenty (20) or more days during the school year shall create a strong presumption that the student has failed those subjects or courses in which he is enrolled during that period. For semester courses, ten (10) days shall apply; for individual grading periods, five (5) days shall apply. Such presumption may be overcome by effort or performance which satisfies the teacher(s) involved, that such student should receive other than a failing grade. A review committee representing the administration, the instructional staff, and guidance, appointed by the principal, will review each such case individually and will make recommendations. Individual teacher(s) shall give strong consideration to the recommendation of the review committee in determining the effort or performance of the student.

## ATTENDANCE REQUIREMENTS FOR MINORS TO MAINTAIN DRIVING PRIVILEGES

Recognizing the importance of education and keeping the students in school, the 1997 legislature enacted 322.091 F.S. relating to the driver's license for students, ages 14 to 18, as an incentive for students to stay in school and continue their education. In order for a student to retain or obtain his/her regular Florida driver's license or learner's driver's license, the student must comply with compulsory school attendance. Accumulating 15 unexcused absences in a period of 90 calendar days or failure to remain enrolled in school will result in being classified as a habitual truant and the loss of said license, or the withholding of the necessary forms to obtain a license by the Florida Department of Highway Safety and Motor Vehicles. (F.S. 1003.27(2b)). Parents and students will need to contact the school district at (904) 3369639 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 is or may be disruptive to the educational environment. Clay County District Schools standards on student attire are intended to help students focus on schoolwork, reduce discipline problems, and improve school order and safety. Subject to approval, principals, working with their school community, may establish additional specific standards for their schools. Any such standards must be published and distributed to families.

Dress and personal appearance of students should be a positive reflection on the family, student, school and community. A good rule of thumb: if there is a question about whether an outfit would be acceptable, choose a different outfit. Ultimately, school leadership reserves the right to determine if the dress code is being violated.

The following guidelines are to be followed:

- All students shall be properly groomed and attired appropriate to the activity when on school property or participating in school-sponsored events.
- School ID's 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 with off-color remarks or pictures, or emblazoned with drug, alcohol or tobacco related slogans.
- Apparel displaying violent **or pornographic** imagery.
- ~~Apparel that is deemed to be tight fitting, such as yoga pants, spandex skirts/dresses, leggings without proper length top, cheer shorts, etc. Yoga pants are not acceptable attire for school. Chubbies or similar shorts/swim wear without proper under garments are not acceptable.~~
- Sleepwear, such as bedroom slippers, pajamas, etc.
- Tank tops, halter tops, **muscle shirts**, tube tops, spaghetti straps, mesh/see-through shirts **sheer-tops or bottoms**.
- ~~Muscle shirts.~~
- Hats, hoods, bandannas, and caps are not to be worn in class or in buildings unless approved by the administration or for special events.
- Any apparel or accessory determined by administration to present a safety hazard for the student or the school.

Disciplinary action for violation of the student dress code shall include notifying the student of the violation and a requirement that the dress or appearance be corrected before the student reenters the classroom, school environment, or school sanctioned activity or event. An administrator will determine the suitability of attire in question as it reflects the spirit of the dress code policy. Students found to be in violation of dress code policy will be required to change for the remainder of the day. Student refusal to change will result in their placement in the in-school suspension class for the remainder of the day or until a proper outfit can be brought for the student. At the discretion of the building level administrator, a family conference may be held. More serious consequences may result from repeated or serious violations.

For additional information, please refer to District Policy Rule 4.03.

## STUDENT USE OF THE INTERNET

The Internet and related electronic instructional resources are used in schools to support student learning **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 accepts no responsibility associated with loss, damage, or theft of a device connected to the network.

## BRING YOUR OWN DEVICE

Clay County District Schools is committed to helping students learn the skills they need to succeed in a world filled with technology. Our network allows secure access to the Internet for students who want to use their own personal devices (laptops, netbooks, tablets, smartphone, etc.) during the school day for classroom activities. Bring Your Own Device (BYOD) fosters student ownership of learning, extends learning for students from home to classroom, provides easier access to online instructional material, and supplements school equipment. Students are expected use their devices in accordance with district policy.

Taking photographs or videos by any means whatsoever while on school property or while on school transportation is prohibited. The only exceptions to this prohibition are:

- Taking photos for reproduction in a school sponsored publication.
- Taking photos during a school sponsored social event, sporting event, awards ceremony or other school sponsored activity or function at which photography is allowed and the photographs are images of activities which are reasonably considered to be part of the activity or event.
- Taking photographs with the permission of the school administration.

Publication on any internet site of any photographs, videos or images taken in violation of the prohibitions listed above is strictly prohibited, will be deemed disruptive to the order of the school and will be sufficient reason to impose disciplinary.

## STUDENT CONDUCT ON A SCHOOL BUS

The privilege of students to ride a school bus is contingent upon following the expectations outlined in this handbook. The driver of the school bus shall be in complete charge of the bus during the ride and while students are entering or leaving the vehicle. Students shall be required to conform to all regulations concerning discipline, safety, and behavior while riding on the school bus. The driver shall notify appropriate authorities if a student persists in violating the established rules of conduct. After due warning has been given to the student and/or families, the privilege of riding the bus may be withheld from the student. Violation of district policies and regulations while on the school bus may result in student discipline up to and including suspension or expulsion, in accordance with district policy.

The Clay County School System has jurisdiction over students who are on the school bus or at the school bus stop when the bus is present at the bus stop. [F.S. 1006.10 (3)] Therefore it is the parent's responsibility to take any action with local law enforcement to correct a problem during the time students are waiting at the bus stop or when students are in route to or from the school bus stop. Other responsibilities of parents of transported students includes (exerted from F.A.C. 6A-3.0121):

- To ensure the safe travel of students to and from school and home when students are not under the custody and control of the district, including to and from home and the assigned bus stop.
- To ensure that students ride only in their assigned school buses and get off only at assigned bus stops, except when alternative buses or arrangements have been made.
- To ensure students are aware of and follow the expected rules of behavior while they are at the bus stops and to provide the necessary supervision during times when the bus is not present.
- To provide the necessary assistance for students to get on and off at the bus stop when the physical disability of the student renders them unable to get on and off the bus without assistance (as required by district policy or the student's individual education plan).

We believe that all pupils can behave appropriately and safely while riding the school bus, and as such we will not tolerate behavior that is disruptive to the driver or which inhibits or interferes with the safe operation of the bus. In order to guarantee your child and other children who ride buses the safe and efficient transportation they deserve, the following has been established:

- Arrive at the bus stop ten (10) minutes prior to the scheduled pick up time.
- Take responsibility for their behavior and conduct themselves in a respectful, orderly manner while waiting at the bus stop for the bus to arrive.
- Wait until the bus comes to a stop before attempting to get on or off the bus.
- Enter and leave the bus only at the front door after it has come to a stop, except in the case of an emergency as directed by the driver.
- Leave the bus only with the consent of the driver.
- Be silent when approaching or crossing railroad tracks.
- Keep the aisle and stepwell clear at all times.
- Do not tamper with door handles, windows, and other safety equipment at any time.
- Do not use wireless communication devices, or electronic devices. Exception: Field trips in which the school administration approves the use of these devices or as a planned intervention for special needs students.
- Do not use wireless communication devices except in an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).

Large Objects on the School Bus: Oversized objects, including, but not limited to, large band instruments or cases, school projects or athletic equipment which cannot be held in the seat, are prohibited, unless prior approval is obtained from the bus driver and the school administration.

Cameras: School buses are equipped with video cameras for the purposes of ensuring the health, welfare and safety of all staff, students, and drivers.

NOTE: Bicycle riders under the age of 16 must wear properly fitted, safety-related helmets when riding a bicycle. Law enforcement officers may issue a traffic citation and assess fines to riders who do not comply.

## YOUTH GANG AFFILIATION

Students are not allowed to form or participate in groups which threaten, frighten or harm other students. Such groups, when they become known by school and district authorities, will be considered a gang. These groups generally have common names, and wear common colors, jewelry, signs or clothing. Students are 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, & MISCONDUCT

Self-direction and personal responsibility are goals the Clay County District Schools. Students must be accountable for their actions, and CCDS recognizes that effective student discipline is a major contributor to the creation of a positive and productive learning environment for all students. In accordance with state law, CCDS uses this student/parent handbook as a written code of conduct, based upon the principle that every student is expected to follow accepted rules of conduct and show respect for persons of authority. Certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. Clay County District Schools uses proportionate disciplinary interventions and consequences to keep students engaged in learning.

Teachers and other instructional personnel shall have the authority to undertake any of the following actions in managing student behavior and ensuring the safety of all students in their classes, on school grounds, and at schoolsponsored 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:
  - o monitoring student behavior through short-term progress reports.
  - o conferences and/or contracts between administrators, parents, teachers, and students.
  - o referrals to school or district services, e.g., school social worker, district mental health therapist, etc.

The Code of Student Conduct defines infractions that have been committed by students while under the supervision of district staff or designees.

- A major consideration in the application of the Code of Student Conduct is the identification of the most appropriate disciplinary action necessary to bring about positive student behavior. To that end, specific grounds for disciplinary action have been divided into four subgroups and a variety of administrative actions have been suggested or mandated. The infractions in various subgroups represent a continuum of misbehavior based on the seriousness of the act and the frequency of occurrences. Infractions classified at Level I are relatively minor and involve acts which only minimally disrupt the orderly conduct of the educational process in the classroom. By



contrast, Level IV misconducts involve criminal acts or acts that cause extreme disruption and are so serious that they represent a direct and immediate threat to the welfare of other individuals. See Appendix A for Codes and definitions.

- It is important to note that the administrator and teacher, consistent with the power delegated to him/her, has the authority to take additional or more severe administrative action under this Code if, in his/her opinion, the nature of the misconduct warrants it.
- Each classroom teacher should deal with general classroom disruption by taking in-class disciplinary action, by making a personal call to the parents or guardians when feasible, and by scheduling conferences with parent(s) or guardian and other school staff. Only when the action taken by the teacher is ineffective, or the disruption is sufficiently severe, should the student be referred to the principal or his/her designee. Teachers will be notified of the results of the action taken.

## HEARING OFFICE

The Student Hearing Office is designed for circumstances that warrant District-level review of intervention beyond a school administration decision. This is the case for zero-tolerance infractions, as well as school-based decisions that a parent wishes to appeal.

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.

## SUSPENSION & EXPULSION

Clay County District Schools may consider the following factors to determine whether to suspend or expel a student:

- Age;
- Disciplinary history;
- Eligibility as a student with a disability;
- Seriousness of the infraction;
- Threat posed to other students and staff; and
- Likelihood that a lesser intervention would properly address the violation.

In matters involving student behavior which may result in the suspension or expulsion of a student, it is district policy that the family will be provided the opportunity to be involved in all such disciplinary procedures.

## OUT OF SCHOOL SUSPENSION

A school principal may suspend a student from all classes of instruction on school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee, for persistent disobedience and/or

gross misconduct. Principals take this action when they have exhausted informal and other formal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Pursuant to Florida Statute 1006.09(1)(b), no student who is required by law to attend school shall be suspended for unexcused tardiness, or absences. Therefore, suspension is not an appropriate disciplinary action for truancy as it relates to students who fall within the mandatory state attendance requirements.

### Procedures for OSS

- Prior to suspension, the student shall be advised of why he/she is being suspended (i.e., infraction code), be provided an opportunity to refute the charges, and be given an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident. It should be noted that any statement a student makes may be used, along with other documentation, to prove whether the student is guilty or not guilty of the infraction.
- Written notice shall be sent to parent(s) or guardian regarding the reason disciplinary action was taken. All reasonable attempts to conference with parent via phone or in person must be made during the suspension process.
- If the immediate suspension of the student is justified because the student's presence endangers others or school property, the necessary notice and conference, if requested, will follow as soon as possible.
- The school is required to provide all work assignments to be completed by the student.

### Appeal of Suspension

- The school principal, after reviewing the case with the parent or adult student, will either affirm the length of suspension as originally stated in the suspension notification, or reduce the length of suspension upon consideration of the results of the parent conference. This change shall be made on the electronic referral in the Student Information System.
- The parent, or adult student, at the initial conference should be advised of his/her right to appeal the action to the Hearing Office.
- If the parent/guardian, or adult student feels that they were not afforded a fair hearing, or disagree with a result at the school, he/she shall appeal to the Hearing Office in writing within 3 days.
- The Hearing Office shall hear any additional testimony that may be deemed necessary to rectify any procedural errors.
- The Hearing Office recommendation will be presented back to the school for a modification of the original suspension decision or uphold the original suspension and add to it other disciplinary actions.

### EXPULSION

Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. All Level IV infractions and Level III infractions that are especially egregious, violent, or otherwise significant enough to warrant such a decision will be considered for expulsion.

### Procedures for Expulsion

- Prior to a meeting with the District Hearing Office, the student shall be advised by the principal as to why he/she has been recommended for expulsion, be provided with an opportunity to refute the charges in a meeting



with the principal or principal designee, and be given the opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident leading to the recommendation.

- At the principal hearing, the parent or adult student may request to have any willing witnesses that they deem appropriate who were involved in the case be present.
- The parent or adult student shall also be advised in the principal hearing of the right to appeal and be advised of the appeal procedures to the District Discipline Review Committee.
- Once the principal hearing is completed, a referral is made to the Hearing Office for final review and consideration of expulsion recommendation to the Superintendent.
- If the parent or adult student feels they have not been afforded a fair hearing at the school and district level, they have the right to request in writing a hearing before the School Board.

In the event that a student who has been recommended for expulsion withdraws from the Clay County District Schools, the expulsion proceedings with the School Board shall continue as though the student had not withdrawn. The Superintendent and School Board shall not delay action on an expulsion recommendation pending re-entry/re-registration of the student in Clay County District Schools.

## INVESTIGATIONS OF SUSPECTED STUDENT MISCONDUCT

In order to protect the safety and welfare of students and school personnel, and to maintain order and discipline on school property or at school-sponsored activities or events, school authorities may search a student's locker or desk and its contents, personal property, or automobile under the circumstances described in policy and may seize any illegal, unauthorized, or contraband materials.

School lockers, desks, and other storage areas provided for student use on school premises are school property and remain at all times under the ownership and control of the school. Lockers, desks, and storage areas, as well as the contents therein, are subject to inspection at any time, without notice and without cause, at the discretion of the Clay County District Schools. No student shall lock or impede access to any locker or storage areas except with a lock provided or approved by school authorities. Searches of a student's person or personal effects such as a backpack, purse, book bag, electronic devices, motor vehicle, etc., within the school or on school grounds may be conducted by the principal or designee when that official has reasonable grounds to suspect that the search will uncover evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws or uncover the presence of an item that presents an immediate danger of physical harm or illness to any person.

## TOBACCO, DRUGS & ALCOHOL

Clay County District Schools is committed to promoting the general health, welfare, and well-being of our school community. Consequently, it is district policy that no student shall be permitted to use, be under the influence of, possess, distribute, gift, purchase, exchange, or sell any tobacco product, alcohol, or illegal drug while on district property, at district or school-sanctioned activities or events, when students are being transported in vehicles dispatched CCDS or one of its schools, and off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. As used in this policy, "illegal drugs" are all substances defined under either federal statutes as "drugs" or "controlled substances," or state statutes as a controlled substance including marijuana or marijuana concentrate as well as counterfeit or synthetic illegal drugs and substances falsely represented as being drugs. As used in this policy, "drugs" also are legal and illegal drugs not properly possessed under state or federal law. An exception to this policy will be made for the administration of medical marijuana in accordance with state law and

district policy. As per Florida Statute 1006.09(8): School personnel are REQUIRED to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance as defined in s. 893.02; any counterfeit controlled substance as defined in s. 831.31; any alcoholic beverage as defined in s. 561.01(4); or model glue. School personnel are exempt from civil liability when reporting in good faith to the proper school authority suspected unlawful use, possession, or sale by a student. Only a principal or principal's designee is authorized to contact a parent or legal guardian of a student regarding this situation.

Compliance with the standards of conduct set forth in this policy and its accompanying regulations are mandatory for all students. A violation shall subject a student to appropriate disciplinary action, up to and including expulsion and referral for prosecution. For tobacco violations, students may have the option to complete an alternative to suspension program, in lieu of other disciplinary procedures.

All students, families, and community members are expected to be aware of the prohibited conduct addressed in district policy and comply with the prohibitions. Failure to comply may result in student discipline up to and including expulsion; or family member or community member trespass from district property.

“School property” means all property owned, leased, rented, or otherwise used or contracted for by a school. This includes, but is not limited to: all buildings used for instruction, administration, support services, maintenance, or storage; the grounds surrounding those buildings if the school is authorized to exercise dominion and control over the grounds; and all vehicles used by the school for transporting students, workers, visitors, or other persons.

“Tobacco product” means any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested, inhaled, or applied to the skin of an individual. “Tobacco product” does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product. However, due to the wide range of nicotine levels available in tobacco cessation products, the school may request a written document from a medical provider, for anyone under the age of 18, detailing dosage recommendation for tobacco cessation product use. “Use” means the lighting, chewing, smoking, inhaling, vaporizing, ingesting or application of any other tobacco substance.

## WEAPONS IN SCHOOL

The possession and/or use of a weapon by a student is detrimental to the welfare and safety of students and school personnel within the district. Carrying, bringing, using, or possessing a weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without the authorization of the school or the school district is prohibited.

## FIREARMS

Any student who is determined to have brought a firearm or weapon (as defined in Chapter 790.115(1), F.S.) to school, onto any school ground (including parking areas), to any school function, or onto any school-sponsored transportation and for making threats or false reports against a person or persons (as defined in F.S. 790.162 and 790.163) is automatically recommended to be expelled for not less than one full year.

The Superintendent may consider the one year expulsion on a case by case basis and request the School Board to modify the requirement, including placement in an alternative program if in the best interest of the student and school system.

- Possession of an artificial firearm is an automatic suspension and possible expulsion recommendation to the Superintendent.

## STRIKING OR THREATENING SCHOOL BOARD EMPLOYEE

Infractions include:

- Striking a school board employee.
- Threatening or attempting bodily harm when the person being threatened feels that the threat is real and may be carried out.

Procedures for investigating the striking or threatening of school district employees will include, but no be limited to, the following:

- Collect all relevant information, including witness statements.
- Consult with law enforcement at staff member's direction; school administration and the district Human Resources office should assist the staff member if needed in notifying CCEA or CESPAs.
- Notify parent of incident; notice the family with certified letter of principal review.
- Issue suspension notice with recommendation for expulsion (see ESE guidelines if student is a Student with Disabilities; a ten-day recommended suspension must be addressed at the district meeting).
- Notify Hearing Office by sending paperwork and recommendations.
- Recommendations may include temporary placement in an appropriate alternative setting prior to any district-level hearing.
- The Superintendent or designee will convene the District Discipline Review Committee to investigate the incident. The Superintendent or designee will select the members of the committee, including members of the Clay County Education Association (CCEA) or Clay Educational Staff Professional Association Local 7409 (CESPA) when the injured staff member presses charges. If the district employee chooses to press charges, they can attend the district-wide meeting.
- The student must attend the review meeting. Unusual circumstances that prevent their participation should be processed as part of the discipline backup material.
- The committee will present its findings to the Superintendent through the Hearing Office for his expulsion recommendation to the School Board.

## DISCIPLINE ACTION MATRIX

All infractions can be paired with multiple actions as set forth in the guidelines for assessing consequences student misconduct. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than ones stated in the guidelines if it is determined that there are mitigating or aggravating circumstances.

The nature of the misbehavior and the student's past disciplinary record may be considered in disciplinary action under progressive discipline. Students may be referred for mental health services as indicated by need and history. The school district employee who is supervising the student or who observes the misbehavior should intervene in the misconduct. If repeated misbehavior or further action is necessary the school district employee should refer the student to the school administrator. After hearing the student's explanation, consulting with staff members and investigating as necessary, the administrator will decide on disciplinary action.

Following are actions/interventions that can be used to address student misconduct. Each action/intervention is coded in the SIS to guide the user when choosing which action/intervention to apply. ALL INFRACTIONS REQUIRE PARENT CONTACT SUCH AS A CONFERENCE. More than one action/intervention can be used for a single incident. Inside the parentheses next to an action is the maximum number of days recommended for that action.

It is strongly encouraged that an action/intervention that is focused on building better coping skills or desired behavior be used when an exclusionary action is also utilized.

### ELEMENTARY

Elementary Level 0			
Incident Description	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 <sup>RD</sup> + Incident
BIT: Behavior Incident Tracking	<ul style="list-style-type: none"> <li>••• Restorative Practices</li> <li>• Confiscation</li> <li>Letter of Apology</li> <li>School Defined:</li> <li>Consequence</li> </ul>	<ul style="list-style-type: none"> <li>• Conference</li> <li>• Restorative Practices</li> <li>• Confiscation</li> <li>• Letter of Apology</li> <li>• Silent Lunch •</li> <li>School Defined:</li> <li>Consequence</li> </ul>	<ul style="list-style-type: none"> <li>• Conference</li> <li>• Restorative Practices</li> <li>• Confiscation</li> <li>• Letter of Apology</li> <li>• Silent Lunch •</li> <li style="padding-left: 40px;">School</li> <li>Defined:</li> <li>Consequence</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Consultation(s)</li> </ul>
MUL: Multiple Level 2 Referrals	<ul style="list-style-type: none"> <li>• • Restorative Practices</li> <li>School Defined:</li> <li>• Consequence</li> <li>School Defined:</li> <li>• • A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>Detention</li> <li>Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined:</li> <li>Consequence</li> <li>• School Defined:</li> <li>A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
<b>RCE: Room Clearing Event</b>	<ul style="list-style-type: none"> <li>• • <b>Restorative Practices</b></li> <li><b>School Defined:</b></li> <li>• <b>Consequence</b></li> <li><b>School Defined:</b></li> <li>• • <b>A.T.O.S.S.</b></li> <li>• • <b>Behavior Contract</b></li> <li><b>Detention</b></li> <li><b>Loss of Privileges</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Restorative Practices</b></li> <li>• <b>School Defined:</b></li> <li><b>Consequence</b></li> <li>• <b>School Defined:</b></li> <li><b>A.T.O.S.S.</b></li> <li>• <b>Behavior Contract</b></li> <li>• <b>Detention</b></li> <li>• <b>Loss of Privileges</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>OSS (10)</b></li> <li>• <b>Hearing Office</b></li> </ul>

	<ul style="list-style-type: none"> <li>•• Consultation</li> <li>• ISS(3)</li> <li>OSS(1)</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation</li> <li>• ISS(3)</li> <li>• OSS(1)</li> </ul>	
SAO: Felony Charges filed outside of the school	<ul style="list-style-type: none"> <li>•• OSS (10) Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
VBC: Violation of Behavior Contract	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Behavior Contract</li> <li>• Detention</li> <li>Loss of Privileges</li> <li>ISS(3)</li> <li>OSS(1)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(5)</li> <li>• OSS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• Hearing Office</li> <li>• ISS(10)</li> <li>• OSS(10)</li> </ul>
UBL: Unsubstantiated Bullying	<ul style="list-style-type: none"> <li>•• Restorative Practices</li> <li>Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• Consultations</li> </ul>
UHR: Unsubstantiated Harassment	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• Consultations</li> </ul>
<b>Elementary Level 1</b>			
Incident Description	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 + Incident
DRS: Dress Code Violation	<ul style="list-style-type: none"> <li>• Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• ISS(1)</li> </ul>
PRO: Profanity/Obscene Language or Gesture	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• ISS(1)</li> </ul>

FLS: Providing False Information/Forgery	<ul style="list-style-type: none"> <li>•• Restorative Practices</li> <li>• Loss of Privileges</li> <li>ISS(1)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• ISS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• ISS(5)</li> </ul>
SKP: Skipping Class	<ul style="list-style-type: none"> <li>•• Restorative Practices</li> <li>• Loss of Privileges</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Behavior Contract</li> <li>• Consultations</li> <li>• ISS (1)</li> </ul>
RTF: Response to a Confrontation/Combatant	<ul style="list-style-type: none"> <li>••• Restorative Practices</li> <li>• Loss of Privileges</li> <li>Detention</li> <li>ISS(1)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• ISS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> </ul>

			<ul style="list-style-type: none"> <li>• Behavior Contract</li> <li>• ISS(3)</li> </ul>
TAR: Tardy	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Attendance Contract</li> <li>• Detention</li> </ul>
VCR: Violation of Classroom Rule	<ul style="list-style-type: none"> <li>•• Restorative Practices</li> <li>Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• ISS(2)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• ISS(5)</li> </ul>

**Elementary Level 2**

Incident Description	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 + Incident
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<p>ABS: Abuse of School Property - vandalism under \$1000</p>	<ul style="list-style-type: none"> <li>• • Restorative Practices</li> <li>School Defined:</li> <li>• Consequence</li> <li>School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Behavior Contract</li> <li>• Detention</li> <li>Loss of Privileges</li> <li>ISS(3)</li> <li>OSS(1)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined:</li> <li>Consequence</li> <li>• School Defined:</li> <li>A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(5)</li> <li>• OSS(3)</li> <li>• BUS Suspension(5)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined:</li> <li>Consequence</li> <li>• School Defined:</li> <li>A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(10)</li> </ul>
<p>DEF: Defiance/Disrespect Insubordination</p>	<ul style="list-style-type: none"> <li>• • Restorative Practices</li> <li>School Defined:</li> <li>• Consequence</li> <li>School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Detention</li> <li>• Loss of Privileges</li> <li>Consultations</li> <li>ISS(3)</li> <li>OSS(1)</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined:</li> <li>Consequence</li> <li>• School Defined:</li> <li>A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• FEP</li> <li>• ISS(5)</li> <li>• OSS(3)</li> <li>• BUS Suspension(3)</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined:</li> <li>Consequence</li> <li>• School Defined:</li> <li>A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• FEP</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(10)</li> </ul>
<p>DSP: Dispute/ Student to Student Confrontation</p>	<ul style="list-style-type: none"> <li>• • Restorative Practices</li> <li>School Defined:</li> <li>• Consequence</li> <li>School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>Consultations</li> <li>ISS(5)</li> <li>OSS(3)</li> <li>BUS Suspension(5)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined:</li> <li>Consequence</li> <li>• School Defined:</li> <li>A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(10)</li> <li>• OSS(5)</li> <li>• BUS Suspension(10)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined:</li> <li>Consequence</li> <li>• School Defined:</li> <li>A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(10)</li> <li>• OSS(10)</li> </ul>
	<ul style="list-style-type: none"> <li>• Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• BUS Suspension(10)</li> <li>• Threat Assessment</li> <li>• Hearing Office</li> </ul>

LVS: Leaving School without Permission	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• • Consequence</li> <li>• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence</li> <li>• • A.T.O.S.S.</li> <li>•• Attendance Contract</li> <li>• Detention</li> <li>Loss of Privileges Consultations</li> <li>ISS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Attendance Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(10)</li> <li>• Hearing Office</li> </ul>
POS: Possession of Inappropriate Object	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence</li> <li>• School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(5)</li> <li>OSS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence</li> <li>• School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Behavior Contract</li> <li>• Detention</li> <li>Loss of Privileges Consultations</li> <li>ISS(10)</li> <li>OSS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
SPE: Student uses Profanity or Gesture/School Board Employee	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence</li> <li>• School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(5)</li> <li>OSS(2)</li> </ul>	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence</li> <li>• School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Behavior Contract</li> <li>• Detention</li> <li>Loss of Privileges Consultations</li> <li>ISS(5)</li> <li>OSS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
STP: Stealing/Petty Theft < \$300	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence</li> <li>• School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(3)</li> <li>OSS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence</li> <li>• School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Behavior Contract</li> <li>• Detention</li> <li>Loss of Privileges Consultations</li> <li>ISS(5)</li> <li>OSS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(10)</li> <li>• OSS(10)</li> </ul>



			<ul style="list-style-type: none"> <li>• Hearing Office</li> </ul>
IAC: Inappropriate Conduct	<ul style="list-style-type: none"> <li>•• Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• A.T.O.S.S. Detention</li> </ul>	<ul style="list-style-type: none"> <li>•• Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• A.T.O.S.S. Behavior Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> </ul>

	<ul style="list-style-type: none"> <li>••• Loss of Privileges</li> <li>• Consultations ISS(3) OSS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(5)</li> <li>• OSS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(10)</li> <li>• OSS(10)</li> <li>• Hearing Office</li> </ul>
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**Elementary Level 3**

Incident Description	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 + Incident
IDT: Identity Theft	<ul style="list-style-type: none"> <li>•• Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>•• A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges Consultations ISS(2) OSS(2) Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges Consultations</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
OMC: Other Major	<ul style="list-style-type: none"> <li>•• Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>•• A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges Consultations ISS(5) OSS(5) Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges Consultations</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>

SCE: Student Confrontation/School Board Employee – nonphysical	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>Consultations</li> <li>ISS(5)</li> <li>OSS(5)</li> <li>Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	
TEC: Inappropriate use of Technology	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>Loss of Privileges</li> <li>Consultations</li> <li>ISS(3)</li> <li>OSS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(5)</li> <li>• OSS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>

	<ul style="list-style-type: none"> <li>• Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing Office</li> </ul>	
BRK: Breaking & Entering/Burglary	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
BUL: Bullying/Cyberbullying	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>Consultations</li> <li>ISS(3)</li> <li>OSS(3)</li> <li>Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>Consultations</li> <li>ISS(5)</li> <li>OSS(5)</li> <li>Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
DOC: Disruption on Campus - Major Disorderly Conduct	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

FIT: Fighting	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(10)</li> <li>OSS(5)</li> <li>BUS Suspension(5)</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(10)</li> <li>OSS(10)</li> <li>BUS Suspension(10)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
HAR: Harassment	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(3)</li> <li>OSS(3)</li> <li>BUS Suspension(3)</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(5)</li> <li>OSS(5)</li> <li>BUS Suspension(5)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
HAZ: Hazing	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(3)</li> <li>OSS(3)</li> <li>BUS Suspension(5)</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(5)</li> <li>OSS(5)</li> <li>BUS Suspension(5)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
PHA: Physical Attack – including school board personnel	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	

	<ul style="list-style-type: none"> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• FEP</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(5)</li> </ul>		
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SXO: Sexual Offenses	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• FEP</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(5)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	
TBC: Tobacco	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• FEP</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(5)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	
TRE: Threat/Intimidation	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	

Elementary Level 4

INCIDENT DESCRIPTION	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 + Incident
ALC: Alcohol	OSS (10) Hearing Office		
ARS: Arson	OSS (10) Hearing Office		
BAT: Battery	OSS (10) Hearing Office		
DRD: Drug Sale Distribution; excluding alcohol	OSS (10) Hearing Office		
DRU: Drug Use Possession; excluding alcohol	OSS (10) Hearing Office		
HOM: Homicide	OSS (10) Hearing Office		
KID: Kidnapping	OSS (10) Hearing Office		
ROB: Robbery/Extortion	OSS (10) Hearing Office		

STL: Larceny/Theft > \$300, including Motor Vehicle Theft	OSS (10) Hearing Office		
SXA: Sexual Assault	OSS (10) Hearing Office		
SXB: Sexual Battery	OSS (10) Hearing Office		
SXB: Sexual Harassment	OSS (10) Hearing Office		
TRS: Trespassing	OSS (10) Hearing Office		
VAN: Vandalism > \$1000	OSS (10) Hearing Office		
WPO: Weapon Possession	OSS (10) Hearing Office		

SECONDARY

UBL: Unsubstantiated Bullying	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>School Defined: Consequence</li> <li>Consultations</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>School Defined: Consequence</li> </ul>
		<ul style="list-style-type: none"> <li></li> </ul>	
		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Consultations</li> </ul>
UHR: Unsubstantiated Harassment	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>School Defined: Consequence</li> <li>Consultations</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>School Defined: Consequence</li> <li>Consultations</li> </ul>

Secondary Level 1

Incident Description	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 + Incident
DRS: Dress Code Violation	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices</li> <li>Loss of Privileges</li> <li>Behavior Contract</li> </ul>

			<ul style="list-style-type: none"> <li>• ISS(1)</li> </ul>
PRO: Profanity/Obscene Language or Gesture	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• ISS(1)</li> </ul>
FLS: Providing False Information/Forgery	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• ISS(1)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• ISS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• ISS(5)</li> </ul>
SKP: Skipping Class	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Behavior Contract</li> <li>• Consultations</li> <li>• ISS (1)</li> </ul>
RTF: Response to a Confrontation/Combatant	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• ISS(1)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• ISS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Behavior Contract</li> <li>• ISS(3)</li> </ul>
TAR: Tardy	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Attendance Contract</li> <li>• Detention</li> </ul>
VCR: Violation of Classroom Rule	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• ISS(2)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Loss of Privileges</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• ISS(5)</li> </ul>

Secondary Level 2

Incident Description	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 + Incident
ABS: Abuse of School Property - vandalism under \$1000	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(5)</li> <li>OSS(3)</li> <li>BUS Suspension(10)</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(5)</li> <li>OSS(5)</li> <li>BUS Suspension(10)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
DEF: Defiance/Disrespect Insubordination	<ul style="list-style-type: none"> <li>• • Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• • A.T.O.S.S.</li> <li>•• Detention</li> <li>• Loss of Privileges</li> <li>Consultations</li> <li>ISS(3)</li> <li>OSS(1)</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(5)</li> <li>OSS(3)</li> <li>BUS Suspension(10)</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• FEP</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(10)</li> </ul>
DSP: Dispute/ Student to Student Confrontation	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>•• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(10)</li> <li>OSS(5)</li> <li>BUS Suspension(5)</li> <li>Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>••• Detention</li> <li>•• Loss of Privileges</li> <li>• Consultations</li> <li>FEP</li> <li>ISS(10)</li> <li>OSS(10)</li> <li>BUS Suspension(10)</li> <li>Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>

LVS: Leaving School without Permission	<ul style="list-style-type: none"> <li>• Restorative Practices School Defined:</li> <li>• Consequence</li> <li>• Detention</li> <li>• Loss of Privileges Consultations ISS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices School Defined:</li> <li>• Consequence</li> <li>• School Defined:</li> <li>• A.T.O.S.S.</li> <li>• Attendance Contract</li> <li>• Detention</li> <li>• Loss of Privileges Consultations ISS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Attendance Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(10)</li> <li>• Hearing Office</li> </ul>
POS: Possession of Inappropriate Object	<ul style="list-style-type: none"> <li>• Restorative Practices School Defined:</li> <li>• Consequence School Defined: A.T.O.S.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices School Defined:</li> <li>• Consequence School Defined: A.T.O.S.S.</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations ISS(5) OSS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(10)</li> <li>• OSS(5)</li> </ul>	
SPE: Student uses Profanity or Gesture/School Board Employee	<ul style="list-style-type: none"> <li>• Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• A.T.O.S.S.</li> <li>• Detention</li> <li>• Loss of Privileges Consultations ISS(5) OSS(2)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(5)</li> <li>• OSS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
STP: Stealing/Petty Theft < \$300	<ul style="list-style-type: none"> <li>• Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• A.T.O.S.S.</li> <li>• Detention</li> <li>• Loss of Privileges Consultations ISS(3) OSS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(5)</li> <li>• OSS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(10)</li> </ul>



			<ul style="list-style-type: none"> <li>• OSS(10)</li> <li>• Hearing Office</li> </ul>
IAC: Inappropriate Conduct	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>•• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(3)</li> <li>OSS(3)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(5)</li> <li>• OSS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• School Defined: Consequence</li> <li>• School Defined: A.T.O.S.S.</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• ISS(10)</li> <li>• OSS(10)</li> <li>• Hearing Office</li> </ul>

Secondary Level 3

Incident Description	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3+ Incident
IDT: Identity Theft	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>Loss of Privileges</li> <li>Consultations</li> <li>ISS(5)</li> <li>OSS(5)</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	

	<ul style="list-style-type: none"> <li>• Hearing Office</li> </ul>		
OMC: Other Major	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>•• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(5)</li> <li>OSS(5)</li> <li>Hearing Office</li> <li>Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	

SCE: Student Confrontation/School Board Employee – nonphysical	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>•• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(5)</li> <li>OSS(5)</li> <li>Hearing Office</li> <li>Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	
TEC: Inappropriate use of Technology	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(3)</li> <li>OSS(3)</li> <li>Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(5)</li> <li>OSS(5)</li> <li>Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
BRK: Breaking & Entering/Burglary	<ul style="list-style-type: none"> <li>•• OSS (10)</li> <li>Hearing Office</li> </ul>		
BUL: Bullying/Cyberbullying	<ul style="list-style-type: none"> <li>• • Restorative Practices School Defined:</li> <li>• Consequence School Defined:</li> <li>• • A.T.O.S.S.</li> <li>••• Behavior Contract</li> <li>•• Detention</li> <li>• Loss of Privileges Consultations</li> <li>ISS(3)</li> <li>OSS(3)</li> <li>Hearing Office</li> <li>Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	
DOC: Disruption on Campus - Major Disorderly Conduct	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	

FIT: Fighting	<ul style="list-style-type: none"> <li>• School Defined: Consequence School</li> <li>• Defined: A.T.O.S.S. Behavior Contract</li> <li>•• Detention</li> <li>•• Loss of Privileges</li> <li>•• Consultations</li> <li>•• FEP</li> <li>• ISS(10)</li> <li>• OSS(5)</li> <li>• BUS Suspension(5)</li> <li>• Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• School Defined: Consequence School</li> <li>• Defined: A.T.O.S.S. Behavior Contract</li> <li>•• Detention</li> <li>•• Loss of Privileges</li> <li>•• Consultations</li> <li>•• FEP</li> <li>• ISS(10)</li> <li>• OSS(10)</li> <li>• BUS Suspension(10)</li> <li>• Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>
HAR: Harassment	<ul style="list-style-type: none"> <li>• School Defined: Consequence School</li> <li>• Defined: A.T.O.S.S. Behavior Contract</li> <li>•• Detention</li> <li>•• Loss of Privileges</li> <li>•• Consultations</li> <li>•• FEP</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(5)</li> <li>• Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>•• OSS (10)</li> <li>•• Hearing Office</li> </ul>	
HAZ: Hazing	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>		
PHA: Physical Attack – including school board personnel	<ul style="list-style-type: none"> <li>• School Defined: Consequence School</li> <li>• Defined: A.T.O.S.S. Behavior Contract</li> <li>•• Detention</li> <li>•• Loss of Privileges</li> <li>•• Consultations</li> <li>•• FEP</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(5)</li> <li>• Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	

SXO: Sexual Offenses	<ul style="list-style-type: none"> <li>• School Defined: Consequence School</li> <li>• Defined: A.T.O.S.S. Behavior Contract</li> <li>•• Detention</li> <li>•• Loss of Privileges</li> <li>•• Consultations</li> <li>• FEP</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(5)</li> </ul>	<ul style="list-style-type: none"> <li>•• OSS (10) Hearing Office</li> </ul>	
TBC: Tobacco	<ul style="list-style-type: none"> <li>• School Defined: Consequence School</li> <li>• Defined: A.T.O.S.S.</li> </ul>	<ul style="list-style-type: none"> <li>•• OSS (10) Hearing Office</li> </ul>	
	<ul style="list-style-type: none"> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Loss of Privileges</li> <li>• Consultations</li> <li>• FEP</li> <li>• ISS(5)</li> <li>• OSS(5)</li> <li>• BUS Suspension(5)</li> </ul>		
TRE: Threat/Intimidation	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>	

Secondary Level 4

Incident Description	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	3 + Incident
ALC: Alcohol	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>		
ARS: Arson	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>		
BAT: Battery	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>		
DRD: Drug Sale Distribution; excluding alcohol	<ul style="list-style-type: none"> <li>•• OSS (10) Hearing Office</li> </ul>		
DRU: Drug Use Possession; excluding alcohol	<ul style="list-style-type: none"> <li>• OSS (10)</li> <li>• Hearing Office</li> </ul>		
HOM: Homicide	<ul style="list-style-type: none"> <li>• OSS (10)</li> </ul>		

	<ul style="list-style-type: none"> <li>Hearing Office</li> </ul>		
KID: Kidnapping	<ul style="list-style-type: none"> <li>OSS (10)</li> <li>Hearing Office</li> </ul>		
ROB: Robbery/Extortion	<ul style="list-style-type: none"> <li>OSS (10)</li> <li>Hearing Office</li> </ul>		
STL: Larceny/Theft > \$300, including Motor Vehicle Theft	<ul style="list-style-type: none"> <li>OSS (10)</li> <li>Hearing Office</li> </ul>		
SXA: Sexual Assault	<ul style="list-style-type: none"> <li>OSS (10)</li> <li>Hearing Office</li> </ul>		
SXB: Sexual Battery	<ul style="list-style-type: none"> <li>OSS (10)</li> <li>Hearing Office</li> </ul>		
SXB: Sexual Harassment	<ul style="list-style-type: none"> <li>OSS (10)</li> <li>Hearing Office</li> </ul>		
TRS: Trespassing	<ul style="list-style-type: none"> <li>OSS (10)</li> <li>Hearing Office</li> </ul>		
VAN: Vandalism > \$1000	<ul style="list-style-type: none"> <li>OSS (10)</li> <li>Hearing Office</li> </ul>		
WPO: Weapon Possession	<ul style="list-style-type: none"> <li>OSS (10)</li> <li>Hearing Office</li> </ul>		

### ACTION MATRIX

Category	Action	Duration
Parent Involvement	Parent Phone Call	
Parent Involvement	Admin/Parent/Student Conference	
School Defined	School Defined: Consequence	
School Defined	School Defined: Restorative Practice	
School Defined	School Defined: Alternative to Suspension	1-3 days
		1-5 days 1-10 days
Restorative Practice	Reflection Sheet	
Restorative Practice	Apology Letter (required for each infraction)	
Restorative Practice	Restitution	

Restorative Practice	School Chores	1-3 days 5 days 1-10 days
Restorative Practice	Peer Mediation	
Contract	Attendance Contract	
Contract	Behavior Contract	
Removal	Silent Lunch	
Detention	Detention: Class	1-3 days 5 days
Detention	Detention: After School	1-3 days 5 days
Detention	Detention: Saturday	
Removal	Loss of Privilege(s)/Extracurricular Activities	1-3 days 1-5 days 1-10 days
Consultation	ESE Department Collaboration	
Consultation	Referral to Guidance Services	
Consultation	Referral for Social Work or Mental Health	
Consultation	Referral to Family Education Program	
Consultation	Referral to Hearing Office School Bus Suspension	
Suspension	School Bus Suspension	1-3 days 1-5 days 1-10 days bus expulsion
Suspension	In-School Suspension	1-3 days 1-5 days 1-10 days
Suspension	Out-of-School Suspension	1-3 days 5 days 1-10 days
Alt School	Alternative School Placement	
Expulsion	Expulsion	

## DISCIPLINE & STUDENTS WITH DISABILITIES

The School District of Clay County is committed to providing all students with disabilities a free, appropriate public education. While this commitment includes all aspects of the disabled students learning experience, it in no way lessens the School Board's intention to maintain a safe, orderly environment for the entire student and staff population.

Additionally, the School Board believes that the implementation of thoughtful, carefully constructed disciplinary procedures is a necessary component of student education.

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:

- o Statement of Manifestation o Current IEP, including relevant matrix amendments, or 504 Plan o Least Restrictive Environment (LRE)
- o Functional Behavior Assessment/Positive Behavior Support Plan
- All Due Process Rights and Procedures are granted to students with disabilities.
- Under no circumstances shall expulsion of a student with disabilities result in a complete cessation of educational services. Students will be provided an alternative setting in order to insure that the IEP or 504 Plan is continued.

NOTE: In reference to students with a 504 Plan, the consequences for drug or alcohol use or possession by any student with a disability are not different from non-disabled students.

## STUDENTS CHARGED WITH FELONY

Pursuant to Section 1006.09(2), Florida Statutes, a student charged with a felony or delinquent act that would be a felony if committed by an adult, whether it occurred on or away from school board property, may be suspended or assigned to an alternative education program. Such assignment may be made upon determination that the student is eligible according to federal and state program criteria, and:

- the nature of the offense is such that the student poses a threat to safety of other students or personnel at school
- the student's safety is at risk by remaining in school or at a school-sponsored event with other students.

A principal can initiate this process in writing through the Hearing Office under authority of F.S. 1001.54 and guidance of F.S. 1006.13(6). Suspension pursuant to this process shall not affect the delivery of educational services to the student and the student shall be enrolled in an alternative education program. Students who are eligible for services under the IDEA or Section 504 of the Americans with Disabilities Act are subject to those procedural safeguards. The recommendation of the principal to exercise this policy must be approved by the principal supervisor.



# STUDENT SAFETY

## THREAT MANAGEMENT ASSESSMENT

In support of maintaining school safety, staff will investigate reports of, or evidence regarding, student behavior on or off school grounds that could pose a threat to the safety or welfare of other students or staff.

Threatening or potentially dangerous behavior may include verbal, written, or non-verbal communications or gestures. Threats may be direct, indirect, conditional, or veiled. Threats may be communicated in person, electronically, through a third party, or by other intentional or unintentional means.

In assessing the potential level of danger of a student's behavior, school staff may conduct a threat assessment following district policy. Families may be invited to assist school staff in completing the assessment. However, family refusal to assist staff in completing the assessment will not prevent staff from completing those parts of the assessment about which staff is knowledgeable. Clay County District Schools may also make a determination of risk based on information received from law enforcement agencies, court personnel, mental health professionals, human services, or other agency partners.

Families will be notified when a threat assessment is being conducted, or as soon as possible after such assessment has been conducted, regarding their student. Records of student threat management assessments shall be provided to families upon request. Students may be required to participate in the development of a safety plan and comply with such plan.

## FORTIFYFL

FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials. It is available on the CCDS student portal, and may be downloaded to any portable device through the FLDOE website.

## RANDOM SEARCHES

School officials or school employees designated by the principal may conduct random searches of groups of individuals if the checks are done in a minimally intrusive, nondiscriminatory manner (e.g., on all students in a randomly selected class; on every third individual entering an athletic event, etc.). Random searches may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal container, object, or weapon, he or she may conduct a metal detector check of the student's person and personal effects.

A student's failure to permit a search as provided in this policy will be considered grounds for disciplinary action, including suspension.

School personnel may conduct a search of a student's possessions, a student's locker, or any other storage area on school property or student vehicle without a warrant when school personnel have reasonable suspicion that illegal, prohibited,

harmful items or substance, or stolen property may be concealed in such location. School personnel have the authority to search a student's possessions upon reasonable suspicion if the student refuses to reveal the contents inside.

School personnel are encouraged to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substances, or stolen property, but may proceed with a search without a student's consent, upon reasonable suspicion of a prohibited or illegally-possessed substance or object.

Principals are authorized to request from law enforcement the need to utilize trained dogs to detect the presence of illegally possessed substances or objects in student lockers, in student automobiles parked on campus, and any student possession that is located on campus per Florida Statute 1006.09(9).

## FAMILY BEHAVIOR & EXPECTATIONS

All Clay County District Schools students and staff deserve to learn and work in an environment free from disruption, threat or intimidation. Family members and adult visitors will display appropriate and professional adult behavior in schools, during school events and at sanctioned school activities at all times. In accordance with Florida law, failure of a family member or adult visitor to act appropriately may result in the violator being prohibited (trespassed) from being on school property or attending any school sanctioned events. In cases of significant disruption, law enforcement will be contacted regarding the matter.

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# STUDENT HEALTH

## IMMUNIZATION

The Florida Department of Health has published the [2019-20 School Entry Immunization Requirements](#) [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

At the beginning of each school year, the Clay County Schools and the Florida Department of Health in Clay County are required, by law, (F.S. 381.0056) to inform parents of the health screening program. This program is carried out to appraise, protect and promote the health of students through assisting in the early identification of health problems in the areas of hearing, vision, growth & development, dental, mental health, and scoliosis. These screenings are limited to procedures that do not penetrate the skin or any body orifice (i.e., any invasive screening requires written parent permission). Written requests for exemption for these services should be made to your local school within fifteen (15) days of registration.

## LIVE LICE POLICY

The Florida Department of Health in Clay County is committed to utilizing best practice recommendations for lice management in schools in a manner that respects the privacy of students and families. No Clay County District School (CCDS) personnel, parents of other students or unauthorized personnel other than clinic staff and school principal (on a need to know basis) will be notified of a student having lice/nits. Lice exclusions are viewed as necessary only when excessive infestations (more than 10 live lice, diagnosed by a treating health care provider) are present or there is lack of follow up with treating lice.

Per the Centers for Disease Control and Prevention, head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. For more information, go to [head lice information for schools from the CDC](#).

Both the [American Academy of Pediatrics \(AAP\)](#) and the [National Association of School Nurses \(NASN\)](#) offers the following information and advocates that school districts review policies regularly based on the following reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as ‘casings’.
- Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
- Misidentification of nits is very common during nit checks conducted by nonmedical personnel.

- Lice are typically not spread within the school setting. Lice transmission requires close head-to head contact or the sharing of personal hair related items.

#### School health room staff responsibilities regarding lice in schools:

- Educate school staff regarding head lice causes, treatment and common misconceptions such as:
  - Getting head lice is not related to cleanliness of the person or his/her environment.
  - Head lice are mainly spread by direct contact with the hair of an infested person.
  - Head lice are not known to transmit disease.
  - Head lice move by crawling, not hopping or flying.
  - Head lice are not reportable to the public health departments unless there are other communicable disease related concerns.
- Educate students and their families about how to prevent lice and what to do if a family member has lice.
- Collaborate with the Public Health Department or other resources in planning assistance to families who have chronic infestation.

#### Treatment:

If you suspect a child has head lice, it's important to encourage the parent(s)/guardian(s) to consult with a pediatrician or family physician for proper care as soon as possible. Treatment failure may be caused by lack of response to a treatment, incorrect product usage, misdiagnosis of the original condition, or re-infestation. To help avoid these pitfalls, the physician can confirm the diagnosis, discuss treatment options, provide an appropriate recommendation, and advise parent(s)/guardian(s) on how to properly use the medication.

#### Key treatment considerations:

- A common approach to head lice treatment is to use an over-the-counter (OTC) medication. While these treatments have been effective in the past, resistance to some OTC head lice treatments has been reported in recent years. A 2016 study showed that 48 states now have lice that may be genetically predisposed to resistance to commonly used treatments.
- There are new prescription treatment options available that are safe and do not require nit combing.
- Parent(s)/guardian(s) should closely follow treatment instructions. Using extra amounts or multiple applications of the same medication is not recommended, unless directed by a healthcare professional.
- Family bed linens and recently used clothes, hats, and towels should be washed in very hot water and dried on the highest setting.
- Personal articles such as combs, brushes, and hair clips should be soaked in very hot water (at least 130° F) for 5 to 10 minutes.
- All household members and other close contacts should be checked, and anyone with evidence of an active infestation should be treated. All persons with active head lice should be treated at the same time.

#### Communicating with families:

School nurses will help educate the community about head lice and treatment options, including OTC and prescription products, through letters to parents at the beginning of the school year or during a lice outbreak, handouts in the nurse's office, and presentations during parent-teacher nights.

School nurses can also help prevent stigmatization in the community by spreading the word that head lice infest children from all backgrounds and walks of life. Anyone can get head lice, no matter how clean their home or hair is, or where they live or go to school or play.

#### Head Lice Protocol:

- When live lice are identified, the child's parent or guardian WILL be notified that same day by telephone stating that prompt, proper treatment must be completed before return to school after live lice diagnosis.
- There are many acceptable treatment options; however, treatment with a product that is both a pediculicide as well as ovicidal is the surest way to kill lice and prevent further re-infestation.
- Student will not be allowed to return to school until proof of treatment is presented by parent(s)/guardians(s). Acceptable proof of treatment is a health care provider note, receipt from purchase of over-the-counter lice treatment or visual confirmation from CCDS health room staff of no live lice on scalp upon students return to school.
- Notification letters should be sent home to alert parents only if a high percentage (20% or more) of children in a classroom are infested with lice.

### HOME RESPONSIBILITIES FOR GENERAL HEALTH UPDATES

It is the responsibility of the parent(s)/guardian to notify the school of any health condition of their student(s) which may require medication, treatment, or monitoring at school or on school-sponsored trips or activities.

It is the responsibility of the parent(s)/guardian to submit a properly executed "Authorization for Medication/Treatment" form (MIS 12470) to school administration if their student requires medication (including over the counter) or treatment to be given during the school day. Parents will be responsible for delivery and retrieval of medications to the school nurse/health designee. No medications are to be transported via the school bus system. All medications to be administered by school personnel shall be received and stored in the ORIGINAL container; this includes over-the-counter medications.

It is the responsibility of the parent(s)/guardian to notify the school immediately of any chronic or acute medical conditions a child may have and of any necessity for a child to be allowed to self-medicate during the school day. Health Services Manual may be viewed at [www.clay.k12.fl.us/PDF/health\\_manual.pdf](http://www.clay.k12.fl.us/PDF/health_manual.pdf).

# 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” situation are detailed in School Board Policy 4.08.

#### **ARE THERE ANY RECORDS WHICH THE SCHOOL CAN REFUSE TO SHOW A PARENT OR ELIGIBLE STUDENT?**

The right to access does not pertain to the following educational records: teacher’s/counselor’s /administrator’s personal notes and records that are not accessible to any other person except a substitute of any such person; law enforcement records which are maintained solely for their purposes; personnel records, physician, psychologist, psychiatrist records, or other recognized professional or paraprofessional records that are maintained solely in connection with treatment;



letters of recommendation/evaluation which were considered confidential and entered into the record prior to July 1, 1977. No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil's or student's fingerprints. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920; See additional details in F.S. 1002.22(2)(c)1-8.

#### WHAT INFORMATION IS RELEASED WITHOUT PARENT PERMISSION?

The School District of Clay County reserves the right for its agents to release "directory information" without prior permission of the parent or adult student. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Such information will be limited to name, address, telephone number (if listed), date and place of birth, field of study, age, participation in school sponsored activities, height and weight of athletic team members, dates of attendance, most recent school attended, and degrees and awards received.

This information relating to the student body in general may not be released to any individual or agency unless it is normally published for the public in general or to a business rendering services under contract with the School Board. Examples: the local newspapers, television, school newspaper, school yearbook, or military services.

Section 9528 of the No Child Left Behind (NCLB) Act requires local education agencies (LEAs) to provide military recruiters with the name, address, and telephone listing of secondary students. The District shall honor any request of a parent or eligible student to withhold any or all of the information relating to a particular student. Photographs are designated as directory information and annual yearbooks and other publications may customarily include student photographs. Parents or eligible students objecting to the use of specific directory information must notify the school principal of such objection in writing within the first month of the student's enrollment.

Personally identifiable information may be disclosed, transferred, or released without prior consent of the parent or eligible student in connection with enrollment in another school, in emergency situations, application for financial aid, research, a state statute, or an accrediting organization; a court of competent jurisdiction in compliance with an order of that court, or a lawfully issued subpoena upon the condition that the pupil or student and his parent are notified of the order or subpoena in advance of compliance therewith by the educational institution.

In preparation of cases for prosecution under the Compulsory School Attendance and Child Welfare Law (F.S. 1003.21), the school system is authorized to release pertinent data in interpretative form to the State Attorney's Office, to the Department of Juvenile Justice, and the appropriate court without parent consent.

#### CHILD ABUSE REPORTING

All employees and agents of the District School Board are authorized and mandated by Florida Statute 1006.061 to report all actual or suspected cases of child abuse, abandonment, or neglect to the Department of Children and Families, Central Abuse Hotline (1-800-962-2873), and to provide them with the necessary information to pursue such complaints. Employees have immunity from liability if they report such cases in good faith.

##### Student Surveys

No Child Left Behind (NCLB) requires Local Education Agencies (LEA's) to notify parents and/or obtain parental consent prior to the administration of a student survey that is:



- part of an “applicable program” (funded in whole or in part by any program administered by the United States Department of Education (USDOE) require LEAs to obtain prior written consent of the parent.
- surveys that are created by a third party (funded by sources other than USDOE programs) required LEAs to adopt specific policies. (These surveys do not require prior written parental consent but instead require districts to offer parents the opportunity to opt the student out of participation.)

LEAs are required to make the survey instrument available for inspection by parents regardless of funding source. By request of the State of Florida, school districts administer the Florida Youth Survey (FYS) which is funded from sources other than the USDOE. The district is required to offer parents the opportunity to opt their child out of the survey.

## NOTICE OF CHILD FIND ACTIVITIES

The School District of Clay County will actively seek to locate exceptional students and maintain information on those students screened and identified as exceptional. The term “exceptional student” includes the mentally handicapped, the speech and language impaired, the deaf and hard-of-hearing, the blind and partially sighted, the physically impaired, the other health impaired, the emotionally handicapped, the gifted, the homebound or hospitalized and those with specific learning disabilities.

Information gathered may include the student’s social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, check lists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, and other professional personnel, and the child himself. The information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies.

Students are screened periodically for vision, hearing, speech, and academic achievement as the initial step in the process of identifying those students with suspected exceptionalities. If your child is considered for further testing, you will be invited to participate in the decision-making process in a Child Study Team meeting at your child’s school. Before you are asked to give your permission, you will be informed of the purpose of the evaluation and the procedural safeguards made available to you.

Should you have any questions, please contact your child’s principal or school counselor.

### ESE Parent Notification

#### Notice of Procedural Safeguards for Parents of Student with Disabilities

As a parent you can access the electronic Procedural Safeguards on the district website at:

[www.oneclay.net/wpcontents/uploads/2014/05/procedural-safeguards7.PDF](http://www.oneclay.net/wpcontents/uploads/2014/05/procedural-safeguards7.PDF) . This provides information about Exceptional Student Educational programs regarding: notice, meetings, independent evaluations, records, mediation, hearings, administrative law judges, due process hearing rights, appeals of due process, placement during due process hearings and appeals, attorney’s fees, discipline including long term removals and interim alternative educational settings (IAES), consent and revocation, private school placements, local education agency complaints (LEA) and state education agency complaints (SEA).

### Parental Notification of McKay Scholarship

Effective July 1, 2006, Florida Statute, Section 1002.39(5)(a)1, states that by April 1 of each year or within 10 days after an individual educational plan meeting 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](http://www.floridaschoolchoice.org) and offering the parents an opportunity to enroll the student in another public school within the district during the required time limit if the school is not closed or otherwise at capacity. This notice is one of several ways the district meets the Florida Statute requirements.

### Notice of Request for Individuals with Disabilities Education Act Input

The Clay County Exceptional Student Education Department receives federal funding through the Individuals with Disabilities Education Act (IDEA). We solicit input from Parents, Administrators, Specialists, Teachers, Assistants, and ESE secretaries in developing our federal IDEA grants. Currently it is spent almost entirely for personnel. This includes over 150 assistants, 30 teachers, nurses, mental health counselors, secretaries, private school services, particularly speech therapy, and specialists. We also provide training for teachers and parents through the IDEA grants. Our current district goals include augmenting the autistic (ASD) program and training, and expanding PreK, InD and E/BD programs to more sites closer to home. Another goal is to increase specialized programs in the Oakleaf and Keystone areas and offering new VI/Hi classes at additional grade levels.

For questions or additional information please contact the ESE Department at (904) 336-6866.

## USE OF STUDENT WORK, VIDEO, AND PHOTOGRAPHS

From time to time, students have the opportunity to be recorded, photographed, or display artwork. Some of these recordings, photographs, schoolwork or artwork may be archived, included in the local news, on the school's CCTV or web page, and may eventually air on the School District of Clay County educational channel or be used at local, state or national conferences.

If you have an objection to your student's work or name being used for any of the above purposes, or if you object to photographs or recordings of your student being used, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

For your information, if your student is an exceptional education student, your explicit, written permission will be obtained prior to any media release which identifies your student by name, along with his exceptionality or exceptional placement designation.

## RIGHTS OF DIVORCED PARENTS

Under current divorce laws, "shared parental responsibility" awards both parents full rights to the child, although "primary physical residence" is awarded to one parent. Neither parent has priority over the other with regard to the child's education, both parents have full and complete rights to pick up the child, to inquire about school work, and participate in school activities. The parent(s) should provide the school with a copy of the final court judgment to determine new shared responsibility. Additional court documents, such as injunctions or modifications to the final judgments, should be provided to the school immediately as these may put new limits on access rights of a parent. In the event the parent who is not named as the primary residential custodian resides any place other than in Duval, Clay, St. Johns, Putnam, Alachua, Nassau, or Bradford counties in Florida, then that parent may not pick up or check out the

child unless the parent who is the primary residential custodian informs the school in writing that such actions are acceptable.

Custody papers issued by a court outside the state of Florida will not be accepted at face value. Out-of-state documents must be domesticated through the Florida Courts.

## **PARENTAL CONCERNS REGARDING EMPLOYEES**

The Clay County School Board recommends that parents who have a complaint about an employee begin by registering their concern directly with the employee in question, if possible. The vast majority of parental concerns are solved at this level. If not, parents are urged to contact the principal, district office staff, the Deputy Superintendent or the Superintendent to express their concerns.

Parents are often asked to put their concerns in writing. While this is not a requirement, it is often important, depending on the seriousness of the charge and the ultimate action proposed as the result of investigation.

It is not the school system's intent to discourage parental concerns by establishing complex procedures for registering them. It is our intent, however, to make certain that parents are heard, that their concerns are investigated, if appropriate, and that our employees' due process rights are protected.

DRAFT

# APPENDIX A: GLOSSARY: ACRONYMS & DEFINITIONS OF TERMS

Commonly used acronyms and definitions of educational terms frequently used in Clay County District Schools

504 Plan	Disability Accommodation Plan under Section 504 Rehabilitation Act of 1973	Guardian	School employee qualified and trained to carry a gun on a school campus
Access Points	Expectations written for students with significant cognitive disabilities to access the general education curriculum	IDEA	Individuals with Disabilities Educational Act
Achieve 3000	Reading and writing intervention program using non-fiction text to differentiate instruction	IEP IQ	Individualized Education Plan
ACT	American College Test; college entrance exam	i-Ready	Intelligence Quotient
ADD/ADHD	Attention Deficit/Hyperactive Disorder	LLI	An interactive online learning environment for reading and math
AP	Advanced Placement	PSAT	Leveled Literacy Intervention
ASD	Autism Spectrum Disorder Adequate	RAIT	Preliminary SAT; practice college entrance exam
AYP	Yearly Progress	SAC	Risk Assessment & Intervention Team
CCEA	Clay County Education Association	SAT	School Advisory Council
CESPA	Clay Educational Staff Professional Association	SEDNET	Scholastic Assessment Test; college entrance exam
CTE	Career and Technical Education		The Multi-agency Network for Students with Emotional/Behavioral Disabilities creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional or behavioral challenges
CVA	Clay Virtual Academy		
ELA	English Language Arts		
ELL	English Language Learners		
EOC	End of Course Exam	SEL	Social-Emotional Learning
ESE	Exceptional Student Education	SESIR	School Environmental Safety Incident Reporting; FLDOE student behavior coding system
ESL	English as Second Language		
ESY	Extended School Year		
FERPA	Family Educational Rights and Privacy Act	SIPPS	Systemic Instruction in Phonological Awareness, Phonics, and Sight Words
FHSAA	Florida High School Athletic Association	SIS	Student Information System
FLDOE	Florida Department of Education	SRO	School Resource Officer
Focus	The school district's Student Information System	STEAM	Science, Technology, Engineering, Arts, and Mathematics
FSA	Florida Standards Assessment	STEM	Science, Technology, Engineering, and Mathematics
GPA	Grade Point Average		

## 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.

(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) – Room Clearing Event – When a student is in a state that creates an unsafe learning environment and the other students in the room are forced to leave the learning environment.**

(SAO): Felony Charges –previously defined as State Attorney Charges.

(VBC): Violation of Behavior Contract – If a student violates the school or district behavior contract.

(UBL): Unsubstantiated Bullying – After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of bullying as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).

(UHR): Unsubstantiated Harassment – After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).

### Level 1

Level 1 infractions is relatively minor misbehavior or general classroom disruption that interferes with the orderly educational process in the classroom or other areas.

(DRS): Dress Code Violation - To dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety. Non-conformity to the general code of appearance as outlined in Board Policy.

(PRO): Profanity Obscene Language or Gesture – Abusive, profane, obscene or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.

(FLS): Providing False Information Lying/Forgery - Giving false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school. Intentionally providing false or misleading information to, or withholding valid information from, a school staff member. This includes Forgery - to fashion or reproduce for fraudulent purposes, such as signing parents' name to a note.

(RTC): Response to a Confrontation/Student - Used when the investigation identifies a clear offender and the person responding was defending themselves either verbally or physically.

(SKP): Skipping Class – If the student does not report to their assigned class but has been marked present throughout the school day or if the student reports 15 minutes or later to their assigned class.

(TAR): Tardiness - Late to class or school; if the student arrives 15 minutes after the beginning of class w/o permission then the student is considered SKP/skipping class.

(VCR): Violation of Classroom Rules - Violation of specific posted or written class rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.

- Cheating - Academic cheating is defined as representing someone else's work as your own. If the student cheated on their own with no other student or participant then the cheating will be a Violation of Classroom Rules. In the event the student was cheating with multiple participants or on a state assessment, the student will receive IAC: Inappropriate Conduct.
  - Example: having answers prior to an exam.

#### Level 2

Level 2 infractions are acts of misbehavior whose frequency and seriousness tends to disrupt the learning climate of the school. These infractions usually result from a continuation of Level 1 misbehavior and requires administrative personnel intervention. This misconduct must be reported to the appropriate school administrator for disciplinary action. The administrator will follow the procedure designated for minor violations (Level 1) when investigating the situation and deciding on disciplinary action.

(ABS): Abuse of School Property vandalism under \$1,000 - To use wrongly or improperly, or to maltreat any school equipment or property, including, but not limited to, the inappropriate use of a computer by breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software and entering, distributing or printing unauthorized files.

(DEF): Defiance/Disrespect Insubordination - Refusal or failure to obey, marked by resistance to authority. The flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority. Examples see below:

- Leaving Class Without Permission– Student did not have permission granted by the teacher or other school entity to leave the classroom environment; unauthorized leaving of assigned class.

(DSP): Low Level Confrontation - Student who deliberately pushes, pulls, shoves, strikes, taunts, antagonizes, or mutual physical altercation with another student or students or by acts or words that does not result in any injuries.

(IAC): Inappropriate Conduct - Violation of specific posted or written school rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.

- Cheating - Academic cheating is defined as representing someone else's work as your own. If the student cheated on their own with no other student or participant, the cheating will be a Violation of Classroom Rules. In the event the student was cheating with multiple participants or on a state assessments, the student will receive IAC: Inappropriate Conduct. Several examples of IAC include sharing work with someone else, purchasing an academic paper or test questions in advance, paying another student to do the work, and plagiarism.
  - o 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 **knowingly** uses counterfeit money.
- Student participates in gambling **activities i.e., throwing quarters for money.**
- ~~Student possesses pornographic materials depicting others under the age of 18.~~
- Student possessing drug paraphernalia, **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 - A student who intentionally engages in a physical confrontation involving a school board employee.

(TEC): Inappropriate use of Technology/Wireless Communication Devices - When the possession of a wireless communication device disrupts the educational process. This includes the unauthorized use of a wireless communication device to capture images or recordings without permission during school hours, attaching power cords to school devices, and/or the unauthorized use on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).

(BRK): Breaking and Entering - The unlawful entry with force, or unauthorized presence in a building or other structure, or conveyance with evidence, or the intent to damage or remove property or harm a person(s).

(BUL): Bullying/Cyberbullying - Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

(DOC): Disruption on Campus - Majorly Disorderly Conduct Disruptive behavior that poses a serious threat to the learning environment, health, safety or welfare of others.

Examples:

- Student or other making a bomb threat.
- Student engaging in disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group.
- Student or other causing an incident that results in closing the cafeteria.
- Student or other inciting a riot.
- Student or other pulling the fire alarm.
- Student or other deliberately crashing the school computer system.
- Student or other causing an incident that prevents others from proceeding to the next class or prevents egress.

Non-Examples:

- Disruption of a single classroom.
- Student defying authority.
- Student disobeying or showing disrespect to others.
- Student or other using obscene or inappropriate language or gestures.
- Student not sitting in seat and/or talking loudly while school bus is moving.



(FIT): Fighting - When two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury.

Examples:

- Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it.
- Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants.

Non-Examples:

- Student verbally confronting another student/teacher.
- Student or other engaging in pushing and shoving who is easily separated or stopped.
- Student or other engaging in a fight which is resolved without injury or need for physical restraint.

(HAR): Harassment - Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that:

- places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property
- has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

Example:

- One student approaches another student and makes an insulting gesture. The targeted student runs off in tears and is visibly upset.
- Non-Example:
- Two students approach each other and one student makes an insulting gesture towards the other student. Both students are good friends no offense was taken by either student from the interaction.

(HAZ): Hazing - Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes but is not limited to: (1) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, (2) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Examples:

- Pressuring, coercing or forcing a student into: 1) violating state or federal law; 2) consuming and food, liquid, drug, or other substance; or 3) participating in physical activity that could adversely affect the health or safety of the student.

Non-Examples:

- Requiring new team member to attend additional supervised practices.

(PHA): Physical Attack - Refers to an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

Example:

- Throwing an object and hitting someone hard enough to cause injury.

Non-Examples:

- Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it. 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.)

(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.

#### 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.

(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

(ROB): Robbery/Extortion - The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear.

Examples:

- Student or other snatching a gold chain off someone's neck
- Student or other extorting lunch money
- Student or other engaging in "Carjacking" Non-Examples:
- Student or other taking money from an unattended purse. (Refer to STL: Larceny/Theft as a possible alternative code.)

(STL): Larceny/Theft > \$300, including motor vehicle theft - The unauthorized taking, carrying, riding away or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm.

Examples:

- Student or other embezzling public funds.
- Student or other stealing an item worth \$300 or more.
- Student finding a checkbook, signing owner's name and making a purchase.
- Student or other stealing a car or motorcycle.

Non-Examples:

- Student or other borrowing an item without permission.
- Student or other committing robbery (code as Robbery instead)
- Student or other stealing an item less than \$300.
- Student steals a credit card but no charges are made to the card.

(SXA) Sexual Assault - An incident that includes a threat of rape, fondling, indecent liberties, child molestation, or sodomy. The threat must include all of the following elements: 1) intent; 2) fear; and 3) capability.

Example:

- Student or other threatening to rape another.

Non-Example:

- Kindergarten student threatening another with a sexual act.

(SXB) Sexual Battery - Forced or attempted oral, anal or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object.

Examples:

- Student or other raping someone.
- Student or other attempting to rape someone. Non-Examples:
- Students engaging in consensual sex acts. (Consensual sex is not Sexual Battery. Refer to SXO: Sexual Offenses (Other) as a possible alternative code.)

(SXH): Sexual Harassment - Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. {6A-19.008(1)SBE Rule} An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence.

Examples:

- Student or other causing unwanted and ongoing episodes of leering, pinching, grabbing.
- Student or other making repeated suggestive comments or jokes or actions of a sexual nature.
- Student or other pressuring one to engage in sexual activity.
- Teacher threatening to lower a student's grade if sexual favors are not given.
- Student or other repeatedly showing a photograph, poster or other images of nudity, lewd or sexual activity.
- Student or other pressuring another student for sexual favors by threatening to prevent him/her from participating in a school activity.

Non-Examples:

- Student engaging in consensual sex. (Refer to Sexual Offenses (other) code as a possible SESIR code.)
- Student unintentionally brushing up against another in the hallway.
- A single incident of a kiss that may be unwanted.

(TRS): Trespassing - To enter or remain on a school grounds/campus, school transportation, or at a school-sponsored function/off campus without authorization or invitation and with no lawful purpose for entry.

Examples:

- Any unauthorized person entering the campus.
- Any unauthorized person remaining on property after being directed to leave by the chief administrator or designee. Non-Examples
- Parent entering the building to pick up his/her child without first getting clearance through the office.
- Person searching for a phone at a school facility after his/her car has broken down.

(VAN): Vandalism > \$1,000 - The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

Examples:

- Student or other defacing school with graffiti.
- Student or other keying or scratching a car in a campus parking lot.
- Student or other trashing a classroom resulting in damages of \$1,000 or more.
- Student(s) damaging a hotel room (\$1,000 or more) on a school-sponsored trip.

Non-Examples:

- Student or other accidentally damaging chemistry lab equipment.
- Student or other causing damages under \$1,000.

(WPO): Weapons Possession - Possession of any instrument or object (as defined by Section 790.001 (13), Florida Statutes, or district code of student conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

Examples:

- Student or other possessing a firearm or knife.
- Student or other using a knife, pocket knife, or other sharp or pointed implement to threaten or harm another.

Non-Examples:

- Student, after investigation, found to possess a common pocket knife, or eating utensil with no intent to harm.
- Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils.
- Student possessing a cutting tool that is being used in art shop or other class.

A reminder from the Office of Climate and Culture:

~~If you See Something, Say Something. Together we make a difference!~~

**We are in this together and together we make a difference!**

DRAFT



# SCHOOL BOARD OF CLAY COUNTY, FLORIDA

## APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT STUDENT HANDBOOK AND CODE OF CONDUCT FOR 2020-2021

**Approval to Advertise:** The School Board of Clay County, Florida (“the Board”) approved on June 4, 2020 the advertisement of the proposed Student Handbook and Code of Student Conduct for the 2020-2021 school year.

**Purpose & Effect:** The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

**Access to Text of Proposed Amendments:** The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District’s website at [www.oneclay.net](http://www.oneclay.net) under the School Board Meeting Links, School Board Agendas - June 4, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

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

**Laws Implemented:** The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

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

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

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

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

August 6, 2020 - Regular School Board Meeting

**Title**

D5 - Public Hearing to Approve As Advertised Proposed Revisions to School Board Policy 5.02A, Business Affairs Purchasing, 5.03B Business Affairs School Activity Accounts, and 5.02C, Business Affairs Use of School Buildings, Grounds and Equipment

**Description**

School Board Policies outlines rules and procedures to ensure the efficient operation of the school district. The School Board and Superintendent met collectively in a workshop setting and developed the proposed changes. The Board intends to adopt the proposed revisions following a public hearing to take place on August 6, 2020.

**Gap Analysis**

All Board Policies are reviewed periodically to ensure they are up to date and compliant with current applicable laws and regulations.

**Previous Outcomes**

The Board policies have been reviewed and/or revised in the past.

**Expected Outcomes**

The proposed amendments to Board policies will be adopted by the Board and implemented appropriately.

**Strategic Plan Goal**

The district ensures fiscal responsibility and equitable distribution of resources.

**Recommendation**

Approve the advertisement and Notice of Intent to Adopt proposed amendments to Board policies following the public hearing in August 2020.

**Contact**

Dr. Susan Legutko, Assistant Superintendent to Business Affairs, (904) 336-6722, susan.legutko@myoneclay.net

**Financial Impact**

None

**Review Comments**

**Attachments**

- ⌚ [Internal Account policy 5.03B.pdf](#)
- ⌚ [Public Hearing to Adopt SB Policy Revisions 5.02A Purchasing, 5.03B School Activity Accounts, 5.02C Use of Facilities.pdf](#)
- ⌚ [Proposed 5.02C BAD Facility Use Policy \(2\).pdf](#)
- ⌚ [CCSB - 5.02 Business Affairs\\_Purchasing\\_Federal Grant Funds as of 6\\_17\\_2020\\_FINAL.pdf](#)



**5.03B. INTERNAL ACCOUNTS/SCHOOL ACTIVITY ACCOUNTING**

1. Basic Principles

a. The School Board shall be responsible for the administration and control of the internal funds and in connection therewith shall:

1. Adopt written policies governing the receipt and disbursement of all internal funds and for the accounting for property pursuant to Florida Statutes provide for an annual audit of internal funds by a qualified individual.

2. The financial transactions of school organizations shall be accounted for in the school internal funds. All organizations connected with or operating in the name of the school which obtain monies from the public shall be handled within the internal funds structure.

3. School internal funds are to be used to benefit activities authorized by the district school board.

4. Student participation in fundraising activities shall not be in conflict with the instructional program as administered by the Superintendent.

5. The objective of fund raising activities by the school, by any group within, connected with, or in the name of the school shall not conflict with programs as administered by the Superintendent.

6. Funds collected each year should be expended to benefit those students currently in school unless those funds are being collected for a specific documented purpose. Those internal account funds designated for general purposes should be used to benefit the **entire** student body. **Funds collected for classes should follow the students to each class level at the end of the year.**

7. The collecting and expending of school internal funds must be made in accordance with the Florida Constitution, existing laws, State Board of Education Rules, District School Board Rules and Florida High School Activities Association Rules. Sound business practices should be observed in all transactions.

8. Student projects and activities designed to provide educational experiences should be conducted in such a manner as to offer a minimum of competition to commercial firms.

9. Purchases from internal fund accounts shall not exceed the resources of that account, except for items for resale.

10. An adequate system of internal controls shall be maintained in order to safeguard the assets of the school internal funds.

**11. In the event of violations of any rules established herein, the Superintendent shall be responsible for disciplinary action as may be deemed necessary.**

**12. The internal accounts shall be maintained under the cash basis of accounting.**

a. Account Balances

To ensure that funds collected each year are expended to benefit those students currently in school the following account balance limits are prescribed by the Board:

**Class, club and department monies shall be expended for the benefit of the class, club or department or for purposes designated by the class, club or department that participated in generation of the revenue. The specific purpose of the revenue collected must be documented by approved written minutes, field study request, fundraising activity form, etc.**

**Funds collected for classes should follow the students to each class level at the end of the year. Graduation classes (6th, 8t and 12th grades) should be transferred into the General Account. Funds cannot be transferred out of the General Account back into the clubs, classes or departments.**

~~Secondary Schools: The ending balance shall not be greater than the sum of one-half (1/2) the beginning balance plus two-thirds (2/3) of the current year's revenue.~~

~~Elementary Schools: The ending balance shall not be greater than the sum of one-sixth (1/6) of the beginning balance plus six-sevenths (6/7) of the current year's revenue~~

~~If the ending amount is greater than the result of the above formula then written documentation should be available for the specific purpose of which the funds are being accumulated.~~

~~The calculation on the change in an account balance shall be made on an individual account basis for athletics, music, class, club, department, and general fund accounts. THE LIMITATION ON ACCOUNT BALANCES SHALL NOT APPLY TO TRUST FUND ACCOUNTS, CLASSES (Sophomore, Junior and Senior ONLY) OR TO ACCOUNTS BEING HELD IN TRUST FOR OUTSIDE ORGANIZATIONS.~~

**End of year transfers do not apply to Athletic, Music, Trust Funds, and General Funds.**

b. Financial Reports

The Principal's Monthly Financial Report prescribed in the Internal Funds Manual shall be ~~submitted~~ **prepared** on or before the fifteenth (15<sup>th</sup>) of each month during the school year. This report shall also be considered the annual report and be used for audit purposes.

The annual report shall also be considered the annual report and be used for audit purposes.

The annual report shall be ~~submitted~~ **prepared** on or before the fifteenth of July.

For audit purposes the Principal shall have prepared a list of accounts payable and a list of encumbrances as of June 30 of the audit period. These lists shall be certified as correct by the Principal.

c. Annual Audit

The Superintendent/Board shall designate a qualified individual or firm to audit the Internal Fund records. This audit shall include any notations of any failure to comply with requirements of Florida Statutes, State Board of Education Rules, and rules of the School Board, and commentary as to financial management and irregularities. Such a signed written report shall be presented to the School Board while in session and filed as part of the public record.

It is the responsibility of the Principal to respond, in writing, to the audit criticisms of the auditor. The response is to be made ~~within two weeks of the exit conference~~ directly to the auditor with a copy to the Assistant Superintendent for Business Affairs. These audit responses shall be included with the audits when presented to the Board.

d. Policies and Procedures

Policies and procedures as outlined in the Internal Accounts Manual shall be the authority for the handling of Internal Funds. The policies as stated above will serve as supplemental policies to the Internal Funds Manual. Florida Statutes and State Board of Education Rules are the governing requirements complied with and, in the case of conflict, will take precedence over the Internal Funds Manual.

(Ref. F.S. 1001.42; 1011.60; 1011.07; 1011.18)(Adopted: 01-08-81) (Amended: 03-08-84) (Amended: 02-02-88)  
(Amended: 06-18-96)

**SCHOOL BOARD OF CLAY COUNTY, FLORIDA**  
**APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT**  
**AMENDMENTS TO SCHOOL BOARD POLICY 5.02A, Business Affairs,**  
**General Policies, Purchasing, 5.03B School Activity Accounts, 5.02C**  
**Business Affairs Use of School Buildings, Grounds, & Equipment**

**Approval to Advertise:** The School Board of Clay County, Florida (“the Board”) approved on June 25, 2020 the advertisement of proposed amendments to Board Policy 5.02A, Business Affairs, General Policies Purchasing, 5.03B Business Affairs School Activity Accounts, 5.02C Business Affairs Use of School Buildings, Grounds & Equipment..

**Purpose & Effect:** The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

**Access to Text of Proposed Amendments:** The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District’s website at [www.oneclay.net](http://www.oneclay.net) under the School Board Meeting Links, School Board Agendas - June 25, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

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

**Laws Implemented:** The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

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

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

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

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

## SECTION V BUSINESS AFFAIRS

### C. Use of School Buildings, Grounds and Equipment

- ~~1. Under no circumstances shall employees of the School Board use school equipment, school materials, or school facilities (shop, etc.) for personal reasons. These items are public property purchased for instructional or maintenance of public properties, and not for private use of individuals employed by the School Board. After work hours is no exception.~~

Board facilities, grounds, property, and equipment are intended for educational purposes. No policies or agreements will be made that conflict with this priority or inhibit the educational duties and goals established.
- ~~2. Prohibited Activities For the purpose of enhancing instructional skills computers, computer peripheral equipment, and computer software may be taken home with approved time limitations by instructional and administrative personnel of the District. This equipment will be used to familiarize personnel with the hardware and software to be used for instructional and administrative functions of the District. Proper administrative controls, as developed by the Property Control Manager, will be followed in movement of equipment and software.~~
  - a. District employees are not permitted to use or rent school facilities/grounds, school materials, or school equipment for personal or commercial reasons.
    - 1) After work hours and school breaks are no exception.
    - 2) Avoids perception of possible abuse, unfair gains, or special privileges of public property by individuals employed by the School Board.
  - b. Gambling, games of chance, or illegal activities
  - c. Possession, sale, use or promotion of alcoholic beverages
  - d. Possession, sale, use or promotion of illegal materials or drugs
  - e. Violence, bullying, harassment or like behavior
  - f. Smoking, vaping, or use of similar inhalants by anyone while on school grounds or inside any rented facility
  - g. Profane language, quarreling, and/or fighting
  - h. Any activities prohibited by law or School Board Policy
- ~~3. Use of Equipment (not including vehicles or items directly related to Facility Use) Assistive technology, such as adaptive computers, augmentative communication devices, assistive listening devices, positioning/mobility equipment, environmental control items, et cetera, may be checked out to ESE students/parents when the student's Individual Education Plan (IEP) specifies the need for such assistive devices both at school and at home. The Individual with Disabilities Education Act (IDEA) defines such equipment as part of a free and appropriate education for individuals with disabilities. Proper administrative controls will be followed and monitored by the Property Control and the ESE District Offices.~~



- a. School Board equipment remains District property per Florida statutes and per School Board Policies for Property Record Accounting.
- b. For enhanced learning, teaching, or working, the District may assign technology devices to personnel or students as deemed necessary.
  - 1) Proper administrative controls, including time limits, as developed by the Property Control Manager, and/or IT Department, will be adhered to.
  - 2) Employees will abide by standards as set by law and the Terms and Conditions for Use of Telecommunications and Networks as contained in the Employee Handbook.
  - 3) Students will abide by all standards as set by law and as contained in the Student Handbook & Code of Conduct.
  - 4) Upon termination of assignment, employment, and/or agreement, all Equipment will be returned.
  - 5) Student loan approval will be limited specifically to an academic assignment, i.e. athletic, drama, course subject, as per teacher request.
  - 6) Under no circumstances shall equipment be checked out for non-educational or non-District use.
  - 7) All equipment taken off campus will have prior written approval of the Property Manager at the Cost Center involved.
- c. Assistive technology, such as adaptive computers, augmentative communication devices, assistive listening devices, positioning/mobility equipment, environmental control items, etc., may be checked out to ESE students/parents when the student's Individual Education Plan (IEP) specifies the need for such assistive devices both at school and at home.
  - 1) The Individual with Disabilities Education Act (IDEA) defines such equipment as part of a free and appropriate education for individuals with disabilities.
  - 2) Proper administrative controls will be followed and monitored by the Property Control, the IT Department, and the ESE District Offices.
  - 3) Students will abide by all standards as set by law and as contained in the Student Handbook & Code of Conduct.
  - 4) Parents/Guardians must sign for checked out items.
  - 5) Upon termination of assignment, IEP terms, students' needs, and/or agreement, all Equipment will be returned.
- d. For the purpose of enhancing instructional skills and/or school-related presentations off-campus, library/media center equipment may be checked out by instructional and administrative personnel, students, and educational partners of the school district. Requests for use outside of school, using proper administrative controls, will be handled on an individual basis, based on the following:
  - 1) Impact of the instructional program
  - 2) Need for the request
  - 3) Size, weight, and delicate makeup of the item
  - 4) Cost of item
  - 5) Responsibility of borrower

- 6) Willingness of the borrower or their parents to accept responsibility for damages that may occur.
  - a) Parents/Guardians must sign for checked out items.

4. ~~Media Center Equipment Check Out Policy~~ Use of Facilities/Grounds

- a. The School Board will determine and set rates, fees, and charges for the use of school buildings and grounds
  - 1) Rates will be determined by the School Board at a regular or special School Board meeting
  - 2) Rate charges shall be payable by check to the School Board of Clay County
- b. The Board will consider waiving charges for charitable events that are directly related to the welfare of the students of Clay County.
  - 1) To qualify, The Board must first ascertain that the net proceeds for the event fit the criteria.
  - 2) The Board must, by majority vote, agree to waiving the fees for the event.
  - 3) Fee waivers may apply towards Use, Utilities, and Equipment.
  - 4) Salary/Benefit Costs & applicable taxes may still apply
  - 5) If Board cannot convene prior to event, charges should be collected and will be considered for a refund.
- c. The facility/ground use shall at no time contain any matter which might tend to cause a breach of the peace or building security, or which constitutes subversive doctrine or a seditious social order.
- d. Keys to our buildings, rooms, etc. will not be given to individuals or entities outside the District at any time.
  - 1) A School Board employee must be on duty to supervise activity and provide access to the site.
    - a) Principal/site manager will determine personnel requirements based on School Board approved rates and fees.
    - b) Employee will be paid full wages and benefits based on state/federal guidelines.
      - (1) If appropriate, overtime hours (at a rate of 1.50) may apply.
    - c) Direct payment and/or tipping individuals is prohibited.
    - d) Based on event time overages, needs, or in times of emergency, additional hours may be required beyond what is specified in the rate guide.
  - 2) The Board gives authority to the Assistant Superintendent of Business Affairs and/or the Superintendent to determine if an event requires the presence of law enforcement
- e. All juvenile organizations or groups seeking use of school premises must have adult sponsorship
- f. Each Principal or Site Manager has the authority to schedule use of school grounds and facilities in a manner which does not conflict with the District's/School's primary education goals
- g. Insurance is required by all outside organizations or groups using District facilities, grounds, or kitchen areas
  - 1) Insurance criteria will be specified in the Use of Facilities & Grounds Manual and on the Use Agreement form

- h. Product liability may be required if the cafeteria is used or products are cooked and disbursed to the public.
- i. Use Agreements will include language that releases the Clay County School Board from any and all liability and establishes insurance requirements.
- j. Agreements may be revoked immediately and without notice when conflicting dates result, when need of the property for public school purposes subsequently develops, due to emergencies, and/or force majeure.
  - 1) For other cause, permits may be revoked at any time upon reasonable notice.
- k.

l. District and Internal Organizations

- 1) Clay County School District, and its various internal organizations that serve District students and employees, will be given priority use of buildings, grounds, and equipment. These groups include, but are not limited to:
  - a) PFA, PTA, or other parent groups recognized by the school or District that are acting in a manner that support our goals, students, and employees
  - b) School recognized clubs
  - c) School or District sponsored functions and events (i.e. dances, workshops)
  - d) School or District directed sports and FHSAA activities
  - e) School or District fundraisers that support educational purposes
    - (1) Not intended to promote individual gain
- 2) All Internal grounds/facility use will require a current application and agreement be executed and submitted to the District if:
  - a) After hours and an employee's paid presence is required.
  - b) Sponsoring a large multi-entity event (i.e. cheerleading competition)
    - (1) Event insurance may be required
  - c) Sponsoring an event with carnival type rides
    - (1) The Operations Division may need to verify location is appropriate for event
    - (2) Event insurance may be required
  - d) Use is between two schools (i.e. Elementary using High School gym)(only application is required to document event details)
- 3)

m. Outside Organizations

- 1) School-Community interaction is encouraged and provisions for the use of grounds and facilities are made for outside agencies/associations.
  - a) In addition to C.2., the School Board prohibits:
    - (1) An outside agency's or association's use of the school name and/or mascot in connection with their activities.
    - (2) Use by an outside agency/association during school hours.
      - (a) School hours are defined as the time beginning ten minutes before the final bell for students to report to class and ending ten minutes after the bell dismissing students at the end of the school day.
  - b) The grounds and facilities are to be assigned on a first-request first-served basis.



- c) Each Principal or Site Manager has the authority to schedule use of school grounds and facilities in a manner which does not conflict with the District's/School's primary education goals
  - d) All grounds/facility use, including inter-local and other government entities, will require a current application and agreement be completed, submitted, and approved prior to use.
    - (1) Application may only be waived if all information is included in MOU or separate document that fully addresses all application details and terms.
    - (2) The use rates and fees will be applied as set by the School Board
    - (3) The requesting group shall sign the agreement with the Principal/site manager no less than ten (10) business days prior to event scheduled.
      - (a) Application and Agreement will be submitted by Principal/site manager to the Business Affairs Division for processing and approval (by Assistant Superintendent or greater).
  - e) All agreements must specify areas requested, utilities, personnel needs, and specific hours for use.
  - f) Payments can be submitted and made payable to "The School Board of Clay County" with the Application and Agreement.
    - (a) Payment for event should be received no later than five (5) business days prior to the event.
    - (b) If payments are received, but event is not approved, payment will be returned.
  - g) The organization and its parties shall make no attempt to access areas not agreed to and approved.
    - (1) Gaining unapproved access to areas may be considered a breach of contract and the authority to deny future access can be determined by the Principal and/or District Administration
    - (2) Attempting to gain access via assigned employee may be considered a breach of contract and future access may be denied as set above
    - (3) Additional charges will be assessed for any unauthorized use (including time)
  - h) Facilities and grounds are to be well cared for and vacated as specified
  - i) Parking is approved in designated parking areas; there will be no parking or driving on fields, tracks, or landscaping.
  - j) For any damages, abuse beyond normal wear, or shortages, there shall be a charge assessed based upon either the actual value or replacement cost, whichever represents the lesser cost.
- n. Rules and Regulations Governing Kitchen Facilities
- 1) The kitchen facilities as provided by these regulations ~~shall~~ **may** be available for refreshing purposes and for the serving of meals cooked elsewhere.
  - 2) The kitchen facilities shall not be used to completely prepare and serve meals except those prepared and served by school food services personnel and for which full charge is made.
  - 3) Non-school food services personnel are prohibited from operating major kitchen equipment.

- 4) The use of a kitchen facility shall require the assignment of at least one (1) school food service employee who shall be designated by the principal to serve in a supervisory capacity.
  - a) The employee so designated shall not perform the actual functions of preparing, cooking, serving, or cleaning up after meals, refreshments, et cetera.
    - (1) The organization using the facilities must supply the necessary labor for these functions **or pay for the services**
    - (2) Whenever the kitchen facilities are not properly cleaned after use, the Board will clean the facilities and charge the organization for the actual cost.
  - b) The food service employee is to direct in the use of kitchen facilities and to help in locating and relocating equipment.
  - c) At all times the food service employee is an employee of the Board and not of the organization using the facilities.
  - d) The food service employee shall not receive pay or gratuities from the organization using the facilities.
- 5) In no case shall food service supplies be used in the preparation of meals or refreshments.
- 6) The above rules and regulations are not intended to prohibit the use of the kitchen facilities by other governmental agencies when this use does not interfere with the operation of the school food service program and when the use of the facility has been determined to be crucial to the continuing operation of such agency. In the event of use by other government agencies, the following requirement will be in effect:
  - a) This use of a kitchen facility shall require the assignment of one (1) school food service school level management employee who shall serve in a training and orientation capacity for the agency's food service personnel.
    - (1) The designated employee shall train the agency's food service employees to properly and safely use and maintain the equipment in the facility and will provide orientation to the location of utensils and other small equipment.
    - (2) At the end of the period of use, the designated employee will test the equipment to ascertain that it is in good working order and perform an inventory of small equipment and utensils to assure these items are accounted for and in good condition.
    - (3) At all times, the food service employee is an employee of the Board and not of the agency using the facility. The salary of this employee will be reimbursed by the agency using the facility.
    - (4) The amount of time needed for training, orientation and post service accounting shall be determined by the Director of School Food Service in the best interest of the School Board.

~~a. For the purpose of enhancing instructional skills and/or school related presentations off campus, library media center equipment may be checked out by instructional and administrative personnel, students, and educational partners of the school district. Requests for use outside of school, using proper administrative controls, will be handled on an individual basis, based on the following:~~

- ~~7) Impact of the instructional program~~
- ~~8) Need for the request~~

- ~~9) Size, weight, and delicate makeup of item~~
- ~~10) Cost of item~~
- ~~11) Responsibility of borrower~~
- ~~12) Willingness of the borrower or their parents to accept responsibility for damages that may occur.~~

~~b. Student loan approval will be limited specifically to an academic assignment, i.e. athletic, drama, course subject, as per teacher request. Under no circumstances shall equipment be checked out for non educational use. All equipment taken off campus and valued at \$500.00 and over will have prior written approval of the Property Manager at the Cost Center involved.~~

~~c. Outside Organizations or Groups~~

~~a. Requests for use of school facilities or grounds by outside organizations or groups shall be made at least ten (10) days prior to the date of proposed use. Use of school facilities by outside groups or organizations shall not conflict with regular school use.~~

~~b. All permits will be for specific grounds areas or rooms and specific hours. It shall be the responsibility of the organization to see that the other portions of the building or grounds are not disturbed or entered upon and that the premises are vacated as scheduled.~~

~~1) School facilities shall be available to parent teacher organizations, farmers' organizations, character building organizations, groups or clubs of citizens formed for recreational, educational, political, economic, artistic or moral activities when such activities do not interfere with the regular functions of the school.~~

~~2) School Community interaction is promoted and provisions for the use of grounds and facilities are made for outside agencies/associations, which comply with Board Policy. Each Principal is given the authority to schedule use of school grounds and facilities in a manner which avoids conflict and undue abuse. The grounds and facilities are to be assigned on a first request first served basis. The requesting group shall sign an agreement with the principal, which releases the Clay County School Board from any and all liability charges. The agreement further specifies rental charges (if any) and time constraints, which apply to the group making the request. It further prohibits the grounds and facilities from being used by an outside agency or association, which uses the school name and/or mascot in connection with their activities. No outside agency/association will be allowed to use School Board facilities or grounds during school hours. School hours are defined as the time beginning ten minutes before the final bell for students to report to class and ending ten minutes after the bell dismissing students at the end of the school day.~~

- ~~e. Permits may be revoked without previous notice when conflicting dates result or when need of the property for public school purposes, subsequently develops. For other cause, permits may be revoked at any time upon reasonable notice.~~
- ~~d. Where there is no admission, fee, charge or contributions required for attendance or participation, the use of the school facilities shall be without charge, other than those established in g. below.~~
- ~~e. If the group requires an admissions fee of any kind, but the net proceeds are used for charitable purposes or welfare of students of the county, there may be no charge for the use of the facilities other than those established in 7. below. The Board must ascertain that the net proceeds are for such purposes and, to do so may request an accounting.~~
- ~~f. All rate charges for the use of school buildings will be determined by the School Board at a regular or special School Board meeting. Rate charges shall be payable by check to the School Board of Clay County.~~
- ~~g. In addition, the following amounts for supervision and labor will be charged, when applicable:~~
- ~~1) A minimum of two (2) hours is charged if a School Board employee must be on duty. Such charges will be computed at one and one half (1 1/2) times the employee's regular salary rate plus matching retirement and social security.~~
  - ~~2) For any damages, abuse beyond normal wear, or shortages, there shall be a charge assessed based upon either the actual value or replacement cost, whichever represents the lesser cost.~~
- ~~(Ref. F.S. 1001.42; 1010.20) (Amended: 11-19-91)~~
- ~~h. There shall be NO intoxicants or narcotics used in or about school buildings and premises nor shall profane language, quarreling, fighting, or gambling be permitted. Violations of this rule by an organization during occupancy shall be sufficient cause for denying further use of school premises to the organization.~~
- ~~i. The programs offered in or during the use of any school facility shall at no time contain any matter which might tend to cause a breach of the peace, or which constitutes subversive doctrine or a seditious social order.~~
- ~~j. The use of any school facility shall include the assignment of at least one (1) school employee who shall be paid by the Board and not by the organization using the facility. The employee in charge shall have full powers to see that the use of the facility is conducted in accordance with these regulations.~~
- ~~k. All juvenile organizations or groups seeking use of school premises must have adult sponsorship.~~

1. ~~Rules and Regulations Governing Kitchen Facilities:~~

- ~~1) The kitchen facilities as provided by these regulations shall be available for refreshing purposes and for the serving of meals cooked elsewhere. The kitchen facilities shall not be used to completely prepare and serve meals except those prepared and served by school food services personnel and for which full charge is made. Non-school food services personnel are prohibited from operating major kitchen equipment.~~
- ~~2) The use of a kitchen facility shall require the assignment of at least one (1) school food service employee who shall be designated by the principal to serve in a supervisory capacity.
  - ~~a) The employee so designated shall not perform the actual functions of preparing, cooking, serving, or cleaning up after meals, refreshments, et cetera. The organization using the facilities must supply the necessary labor for these functions.~~
  - ~~b) The food service employee is to direct in the use of kitchen facilities and to help in locating and relocating equipment.~~
  - ~~c) At all times the food service employee is an employee of the Board and not of the organization using the facilities.~~
  - ~~d) The food service employee shall not receive pay or gratuities from the organization using the facilities.~~~~
- ~~3) In no case shall food service supplies be used in the preparation of meals or refreshments.~~
- ~~4) Whenever the kitchen facilities are not properly cleaned after use, the Board will clean the facilities and charge the organization for the actual cost.~~
- ~~5) The above rules and regulations are not intended to prohibit the use of the kitchen facilities by other governmental agencies when this use does not interfere with the operation of the school food service program and when the use of the facility has been determined to be crucial to the continuing operation of such agency. In the event of use by other government agencies, the following requirement will be in effect:
  - ~~a) This use of a kitchen facility shall require the assignment of one (1) school food service school level management employee who shall serve in a training and orientation capacity for the agency's food service personnel.
    - ~~(1) The designated employee shall train the agency's food service employees to properly and safely use and maintain the equipment in the facility and will provide orientation to the location of utensils and other small equipment.~~
    - ~~(2) At the end of the period of use, the designated employee will test the equipment to ascertain that it is in good working order and perform an inventory of small equipment and utensils to assure these items are accounted for and in good condition.~~~~~~

- ~~(3) At all times, the food service employee is an employee of the Board and not of the agency using the facility. The salary of this employee will be reimbursed by the agency using the facility.~~
- ~~(4) The amount of time needed for training, orientation and post service accounting shall be determined by the Director of School Food Service in the best interest of the School Board.~~
- ~~-(Ref. 6A 7.042(2)(b)) (Amended: 07-09-87)~~

~~m. Insurance required by outside organizations or groups using facilities, grounds, or kitchen areas:~~

~~Any private or outside organizations or groups will be required to furnish a certificate of insurance in the amounts specified on MIS document #13018 titled Agreement for Use of Facilities and Grounds, available at each school. The referenced document must be filled out completely by all persons, outside groups, or organizations. The liability insurance requirement may, with Clay County School Board approval, vary based on the type of function or event planned. Product liability may be required if the cafeteria is used or products cooked and disbursed to the public. Copies of the MIS #13018 form shall be filed in the Insurance Office at least 10 days prior to the event on Clay County School Board property.~~

**Revisions to the Purchasing Policy are due to:**

- **Add Federal Purchasing Guidelines**
- **Add Superintendent & Designee Authority (Purchase Order/Contracts)**
- **Add FL DOE Rule 6A-1.012 regrading Competitive Solicitation Exemptions**
- **Change Director to Supervisor of Purchasing**

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## SECTION V BUSINESS AFFAIRS

### 5.02 GENERAL POLICIES

#### A. Purchasing

The School Board recognizes that maximum economy and efficiency are best achieved through a centralized purchasing function. All purchases that are paid from School District funds shall be the responsibility of the Superintendent except to the extent expressly noted hereinafter. No person, unless authorized to do so under this policy, may make any purchase or enter into any contract involving the use of Board funds. The Board shall not knowingly approve unauthorized expenditures. The following provisions shall govern purchasing and bidding other than for capital projects, which are addressed in Board policy. Any Board employee who has purchasing authority shall consider first the interests of the Board in all purchases and seek to obtain the maximum value for each dollar expended; not solicit or accept any gifts or gratuities from present or potential vendors which might influence or appear to influence purchasing decisions; and refrain from any private business or professional activity that might present a conflict of interest in making purchasing decisions on behalf of the Board.

This policy shall generally apply to the District's purchase of commodities and contractual services, except it shall not apply to:

- A. employment contracts;
- B. acquisition of architectural, engineering, landscape architectural, construction management at risk, registered surveying and mapping, or other services pursuant to Board Policy;
- C. acquisition of professional services as provided for in F.A.C. 6A-1.012(11)(a);
- D. contracts which are exempted, in whole or in part, from this policy's requirements, as set forth below;
- E. proposals and agreements for public-private partnerships with private entities for qualifying projects pursuant to F.S. 255.065.

1. The ~~Director~~ Supervisor of Purchasing will be responsible for organizing and administering acquisitions for the district in accordance with responsibility and authority delegated by the District's Superintendent, School Board and resultant policies. The ~~guidelines and~~ procedures outlined in the Purchasing Handbook regarding of Centralized Purchasing approved by the School Board will be used by the District Purchasing Department in its conduct of business.

2. Insofar, as possible or practical, all purchases from budgeted funds shall be based on requisitions. Each requisition shall be properly financed, budgeted, and encumbered prior to issuing a purchase order. Purchases of goods or services should not precede a requisition or purchase order, except in the event of an emergency as described below. Requisitions must be approved by either the Principal, the Department ~~head~~ Administrator or designee prior to issuance of the purchase order. ~~No person, unless authorized to do so under regulations of the Board, may make any purchase involving the use of school funds; no expenditures for unauthorized purchases will be approved for payment by the Board.~~

3. Purchase orders will be executed by the ~~Director~~ Supervisor of Purchasing. A properly completed purchase order form is to be considered a contract for goods, services, supplies or equipment between the School Board and a qualified vendor. The purchase order form is to be approved and signed by the ~~Director~~ Supervisor of Purchasing or Superintendent. ~~Insofar as~~



~~possible or practical, no purchase order is to be mailed or issued until after it has been encumbered against budgeted funds.~~ Purchase orders are not required for salaries, utilities, and other similar items that are exempt by law or regulation.

4. ~~When it is the most economical method, blanket~~ Purchase orders will be used to procure items and services of a **competitive and** non-competitive nature. A **blanket** purchase order is ~~an open end~~ a contract which designates one company as supplier for items frequently needed by a particular school/department. The **blanket** purchase order **in whole or in part**, defines the terms, conditions, persons or departments authorized to use the **blanket** purchase order, delivery instructions and total dollar value for a specified period of time. ~~It is the intention of the School Board that the use of blanket purchase orders be limited.~~ **The Superintendent is authorized to issue purchase orders where the total amount does not exceed \$500,000 that is in compliance with purchasing procedures and does not exceed the applicable appropriation in the District budget;**

- A. In accordance with, but not limited to, State Contracts, Government Contract Awards, Cooperative Agreements,**
- B. District and State adopted textbooks and/or instructional materials when such purchase is made in support or student instruction.**
- C. Technology items such as but not limited to, desktops, laptops, tablets and other devices when such purchase is made in accordance with District technology standards.**
- D. To fulfill the District's obligation of an Approved Contract in accordance with Contract policy herein.**

5. Except as authorized by law or rule, competitive solicitations shall be requested from three (3) or more reputable sources for any authorized commodities or contractual services of \$50,000 or more. The School Board may not divide the procurement of commodities or contractual services so as to avoid this monetary threshold requirement. For expenditures less than \$50,000 and when practical, quotations will be requested as follows:

\$150,000-\$24,999 – **informal quotes, e.g.,** documented telephone quotes **or web search** from 2 or more qualified ~~vendors~~ **sources**

\$25,000-\$39,999 - written quotes from 3 or more qualified ~~vendors~~ **sources**

\$40,000-\$49,999 - formal written sealed quotes

It shall be the responsibility of the ~~Director~~ **Supervisor** of Purchasing, with other qualified staff personnel, to recommend the lowest responsive and responsible proposers meeting specification and conditions of a competitive solicitation. When a competitive solicitation other than the lowest competitive solicitation is being recommended, it will be the responsibility of the ~~Director~~ **Supervisor** of Purchasing to submit to the School Board the reasons for this recommendation.

(Amended: 09/21/89, 02-17-94, 06-19-97; 10-19-00; 12/16/14)

6. In the event of tied or identical bids, preference shall be given to the bid which certifies that a drug-free workplace has been implemented in accordance with Section 287.087 F.S.. If all tied bids have a drug-free workplace program certification, then preference shall be given to the bidder whose business is physically located in Clay County, Florida. If neither vendor is located in Clay County, Florida then preference shall be given to the bidder whose business is physically located in the State of Florida. If more than one tied bidder is located in Clay County, Florida or if no tied bidder or more than one tied bidder is located in the State of Florida, the award of the tied bid shall be decided

by the flip of a coin in the presence of witnesses. The coin flip shall be administered by the [Director Supervisor](#) of Purchasing who shall designate the calling of heads or tails.

7. The School Board shall have the authority to reject any or all competitive solicitations; request new competitive solicitations; award alternate competitive solicitations not meeting the general specifications set forth; award competitive solicitations on a per item or total competitive solicitation basis; or purchase the required commodities or contractual services in any other manner authorized by law or rule – whichever would be in the best interest of the School Board. Competitive solicitation disputes will be resolved by following the procedures as outlined in the [Purchasing Handbook of Procedures Regarding Centralized Purchasing/Accounts Payable/Warehouse of the School Board](#).

8. The School Board will not, under any conditions, consider escalating prices at the time of the competitive solicitation or after the official time the competitive solicitation is awarded by the School Board unless the competitive solicitation document has a provision stating otherwise.

#### 9. Exception to Competitive Bidding Requirements

**Notwithstanding anything in this policy to the contrary, the Board may make certain purchases without the requirement for competitive solicitations, under the following conditions:**

The requirement for requesting competitive solicitations and making purchases, insofar as they relate to purchases of petroleum and paper products, are hereby waived when the following conditions have been met:

- a. Competitive solicitation have been requested in the manner prescribed, and
- b. The School Board has made a finding that no valid or acceptable firm competitive solicitation has been received within the prescribed time.

When such a finding has been officially made the School Board may authorize the [Director Supervisor](#) of Purchasing to negotiate with suppliers to execute a contract for such supplies under whatever terms and conditions are felt to be to in the best interest of the School Board.

As required by 1001.42(102)(j), Florida Statutes, the School Board shall receive and give consideration to the prices available to it under rules of the Department of Management Services, Division of Purchasing. The School Board shall have the option of purchasing under the contracts as may be established, if such purchases are to the economic advantage of the School Board and meet the standards and specifications prescribed by the Superintendent.

In lieu of requesting competitive solicitations from three (3) or more sources, the School Board may make purchases at or below the specified prices from contracts awarded by other city or county governmental agencies, other district school boards, community colleges, federal agencies, the public or governmental agencies of any state, or from state university system cooperative bid agreements and cooperative organizations/networks or contracts, when the proposer awarded a contract by another entity defined herein shall permit purchases by the School Board at the same terms, conditions and prices (or below such prices) awarded in such contracts, and such purchases are to the economic advantage of the School Board.

A contract for commodities or contractual services may be awarded without competitive solicitations if state or federal law, a grant or a state or federal agency contract prescribes with whom the School Board must contract or if the rate of payment is established during the appropriations process.

A contract for regulated utilities or government franchised services may be awarded without competitive solicitations.

The State Board has waived the requirement for requesting competitive solicitations from three (3) or more sources for purchases by the Board of:

1. Professional services which shall include, without limitation, artistic services; academic program reviews; lectures by individuals; auditing services not subject to F.S. 218.391; legal services, including attorney, paralegal, expert witness, court reporting, appraisal or mediator services; and health services involving examination, diagnosis, treatment, prevention, medical consultation or administration; provided nothing herein shall be deemed to authorize the superintendent to acquire professional consultant services without Board approval as required by Board Policy 6540;
2. Educational services and any type of copyrighted materials including, without limitation, educational tests, textbooks, printed instructional materials, computer software, films, filmstrips, videotapes, DVDs, disc or tape recordings, digital recordings, or similar audio-visual materials, and for library and reference books, and printed library cards where such materials are purchased directly from the producer or publisher, the owner of the copyright, an exclusive agent within the state, a governmental agency or a recognized educational institution;
3. Commodities and contractual services when:
  - a. competitive solicitations have been requested in the manner prescribed by this policy; and
  - b. the Board has made a finding that no valid or acceptable firm proposal has been received within the prescribed time.

When such a finding has been officially made, the Board may enter into negotiations with suppliers of such commodities and contractual services and may execute contracts with such vendors under whatever terms and conditions as the Board determines to be in its best interests

Information technology resources, whether by purchase, lease, lease with option to purchase, rental, or otherwise as defined in F.S. 282.0041(11), may be acquired by competitive solicitation or by direct negotiation and contract with a vendor or supplier, as best fits the needs of the District as determined by the Board.

Purchases of insurance, risk management programs, or contracting with third party administrators for insurance-related services may be through competitive solicitation or by direct negotiation and contract with a vendor or supplier.

Commodities or contractual services available only from a single source may be exempted from the competitive solicitation requirements. When the Board believes that commodities or contractual services are available only from a single source, the Board will electronically post a description of the commodities or contractual services sought for a period of at least seven (7) business days. The description will include a request that prospective vendors provide information about their ability to supply the commodities or contractual services described. If it is determined in writing by the Board, after reviewing any information received from prospective vendors, that the commodities or contractual services are available only from a single source, the Board shall provide notice of its intended decision to enter a single source contract in the manner specified Section 120.57(3), F.S., and may negotiate on the best terms and conditions with the single source vendor.

10. An emergency purchase is defined as one brought about by a sudden unexpected turn of events (i.e. acts of God, riot, fires, floods, accidents, or any circumstances or cause beyond the control of the cost center head in the normal conduct of its business) involving health, welfare, injury, or loss to the

School Board, and which can be rectified only by immediate purchase of equipment, supplies, materials, or services. When the Superintendent of Schools determines in writing that a bona fide emergency exists, he/she may authorize the purchase of equipment, supplies, materials or services without compliance with policies which **impact spending limits**, require requisitions, competitive solicitations or other preliminary measures leading to the issuance of a purchase order. A confirming purchase order shall be issued for all purchases made under this heading. The confirmation shall contain an explanation of the nature of the emergency.

~~11. It is the responsibility of each principal or department head, or their authorized representative, to acknowledge receipt of goods or services to their school or department immediately upon receipt, by signing and returning to the Accounts Payable Office the copy of the purchase order provided for that purpose. Any discrepancy between the items specified in the purchase order and what is received shall be noted, in writing rejected and a note attached in Business Plus, by the principal or department head or authorized representative of the school. Payments will not be made until the signed purchase order receiving copy is returned to the Accounts Payable Office.~~

~~12. No lease agreement shall exceed a period of twelve months; however, acquisitions by this method may be subject to a clause granting option to renew. The School Board may not enter into a lease or lease/purchase agreement, the term of which exceeds one year, unless the agreement contains the stipulation, "... subject to the availability of funds."~~

### 11. Contracts and Contractual Authority

Each Board contract for services must include a provision that requires the contractor to comply with public records laws, specifically to:

- A. keep and maintain public records required by the Board to perform the service;
- B. upon request from the Board's custodian of public records, provide the Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time, and at a cost that does not exceed the cost established by the School Board;
- C. 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 the contract term and following completion of the contract if the contractor does not transfer the records of to the Board;
- D. upon completion of the contract, transfer, at no cost, to the Board all public records in possession of the contractor or keep and maintain public records required by the Board to perform the service;

If the contractor transfers all public records to the Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the Board, upon request from the Board's custodian of public records, in a format that is compatible with the information technology systems of the Board.

If a contractor does not comply with the Board's request for records, the Board shall enforce the contract provisions in accordance with the contract. A contractor who fails to provide the public records to the Board within a reasonable time may be subject to penalties under s. 119.10.

Each contract must also include the following statement, in substantially the following form, identifying the contact information of the District's custodian of public records: IF THE CONTRACTOR/VENDOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE UNDERLYING CONTRACT, CONTRACTOR/VENDOR SHALL CONTACT THE SCHOOL DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: [PRR@myoneclay.net](mailto:PRR@myoneclay.net)

The Board shall constitute the contracting agent from the District school system (F.S. 1001.41). This policy defines the mandatory requirements for review, approval, and execution of agreements or contracts between the Board and vendors and/or service providers.

A. Definition

A contract is defined as an agreement between two or more parties that is intended to have legal effect. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o \_\_\_\_\_ (insert the school or department name)" where o/b/o means "on behalf of".

1. Contracts for goods and/or services that are not part of a solicitation for an educational facility pursuant to F.S. Chapter 255 or Chapter 1013 must be in compliance with the competitive solicitation guidelines and procedures referenced herein.
2. Contracts for the construction and professional, construction management, or design-build services under F.S. 287.055 or Chapter 1013 must be in compliance with the competitive solicitation guidelines and procedures referenced in Board Policy.

B. Contract Review

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

C. Board Authorized Contracts

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman.

D. Delegated Authority

All approved contracts having a value of less than \$100,000 and contracts described in Board Authorized Contracts above that are exempt from requirement for Board authorization, may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.
5. The Board will not recognize a contract or agreement as binding unless executed by an authorized employee in accordance with this policy. Vendors that enter into a contract are required to determine if the person purporting to execute a contract on behalf of the Board or the Board on behalf of a school or department is authorized to do so. Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written. Employees who enter into unauthorized agreements may be subject to disciplinary action.

~~13.~~ 12. Petty cash funds will be established for the primary purpose of small day-to-day purchases and minor equipment repairs. No equipment may be purchased using petty cash funds.

~~14.~~ 13. Competitive solicitation, quotations, a list of vendors and one copy of all purchase orders issued or canceled will be maintained in the district's purchasing office.

~~15.~~ 14. The School Food Service Department will be responsible for the conformity of procurement and the accuracy and payment of invoices for food and materials purchased for that department.

15. Procedures as outlined in the Purchasing Handbook shall be the authority for procurement. The policies as stated above will serve as supplemental policies to the Purchasing Manual Handbook. Florida Statutes, State Board of Education Rules, and Federal Regulations are the governing requirements complied with and, in the case of conflict, will take precedence over the Purchasing Handbook.

#### 16. Federal Grants/Funds

Procurement of all supplies, materials, equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, Board policies, and



administrative procedures, including all provisions contained in 2 CFR 200.316 through 2 CFR 200.326. NOTE: In the event that state law is more restrictive than federal law, the District reserves the right to utilize and comply with the more restrictive state law.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 C.F.R. 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general Purchasing Policy in Section 5.02 Business Affairs.

#### General Procurement Standards

The District will implement the provisions of 2 CFR 200.318 and will use its own documented procurement standards which reflect applicable state and local standards, ensuring that said standards conform with applicable federal laws.

District shall maintain written standards of conduct covering conflicts of interest and governing the The District shall maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

#### Competition

All procurement transactions paid for from Federal funds or District matching funds shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgment. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

The District shall not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, except when an applicable Federal statute expressly mandates or encourages a geographic preference; or the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. In the instance where state law requires local preferences, the District shall follow state law.

If the District uses a pre-qualified list of persons, firms, or products to acquire goods and services that are subject to this policy, the pre-qualified list shall include enough qualified sources as to ensure maximum open and free competition. The District shall allow vendors to apply for consideration to be placed on the list annually.

All terms of 2 C.F.R. 200.318 shall be followed.

#### Procurement Methods

The District shall utilize the following methods of procurement:

- A. Micro-purchases:

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold in C.F.R. 200, as amended. The District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if Superintendent considers the price to be reasonable.

#### B. Small Purchases:

Small purchase procedures are relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$50,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

#### C. Sealed Bids:

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$50,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$50,000.

In order for sealed bidding to be feasible, the following conditions shall be present:

1. A complete, adequate, and realistic specification or purchase description is available;
2. Two (2) or more responsible bidders are willing and able to compete effectively for the business; and
3. The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

1. Bids shall be solicited in accordance with the provisions of State law and District. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
2. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
3. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
4. A firm fixed price contract award will be made in writing to the lowest responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
5. The Board reserves the right to reject any or all bids for sound documented reason.

#### D. Competitive Proposals

Procurement by competitive proposal is normally conducted with more than one source submitting an offer and is generally used when conditions are not appropriate for the use of sealed bids.

If this method is used, the following requirements apply:

1. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.



2. Proposals shall be solicited from an adequate number of sources.
3. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients
4. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.
5. The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

#### E. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District
4. After solicitation of a number of sources, competition is determined to be inadequate.

#### Small and Minority Businesses, Women's Businesses and Labor Surplus area Firms

The District shall take affirmative steps to assure that small and minority businesses, women's business enterprises, and labor surplus area firms are used when possible in accordance with 2 C.F.R. 200.321.

#### Contract/Price Analysis

In compliance with 2 CFR 200.323, the District shall perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold, including contract modifications. Cost analysis is defined as evaluating the separate cost elements that make up the total price; price analysis is defined as evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

The District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

#### Awarding Agency Review

Pursuant to 2 CFR 200.324, the District shall make available, upon request of the awarding agency or pass through agency, technical specifications on proposed procurements where the awarding or pass through agency believes such review is needed.

### Bonding Requirements

For construction or facility improvement contracts or subcontracts exceeding the Simplified Acquisition Threshold, in the event that the awarding agency or pass through agency has not accepted the Districts bonding policies, the District shall ensure that the minimum requirements of 2 CFR 200.325 are followed regarding bid guarantees, performance bonds and payment bonds.

### Maintenance of Procurement Records

The District shall maintain records sufficient to detail the history of all procurements, including records which reflect rationale for the method of procurement, selection of contract type, contractor selection, or rejection, and the basis for the contract price.

### Legal

(Amended: 11/18/03, 12/16/14) FL Statutes Chapter 1001: 1001.41, 120: 120.54, 120.536, 287; DOE Rule 6A-1.012

Code of Federal Regulations: 2 CFR 200.316; 2 CFR 200.317; 2 CFR 200.318; 2 CFR 200.319; 2

CFR 200.320; 2 CFR 200.321; 2 CFR 200.322; 2 CFR 200.323; 2 CFR 200.324; 2 CFR 200.325; 2 CFR 200.326

F.S. 119.0701 F.S. 255.05 F.S. 255.0516 F.S. 255.0518 F.S. 287.084 F.S. 287.087

F.S. 287.132 F.S. 287.133 F.S. 295.187 F.S. 1001.43 F.S. 1010.04 F.S. 1010.07(2)

F.S. 1010.48

F.A.C. 6A-1.012, Purchasing Policies

F.A.C. 5P-1.003, Responsibilities for the School Food Service Program

August 6, 2020 - Regular School Board Meeting

**Title**

D6 - Public Hearing to Approve as Advertised Revisions to the Clay County District Schools Internal Accounts Manual

**Description**

The purpose of this item is to update specified sections within the CCDS Internal Account Manual. Section 6.A-1.097, F.A.C. (State Board of Education Rules) designates the responsibility of Internal Funds to the School Boards and directs the Boards to adopt written policies governing the receipt and disbursement of funds. The CCDS Internal Accounts Manual represents a comprehensive set of policies and procedural guidelines governing the receipt and disbursement of internal funds.

**Gap Analysis**

The most recent update to this manual was completed in 2010. A complete rewrite is needed due to new rules and regulations as imposed by State Statues, School Board Rules, and GASB 84. The attached version represents a complete rewrite of this manual, and the 2010 version is now obsolete.

**Previous Outcomes**

None

**Expected Outcomes**

Approve the CCSB Internal Accounts Manual as submitted.

**Strategic Plan Goal**

The district ensures fiscal responsibility and equitable distribution of resources

**Recommendation**

To obtain the School Board's approval and acceptance of the revised Internal Accounts Manual as presented

**Contact**

Dr. Susan M. Legutko Assistant Superintendent for Business Affairs 336-6721 Susan.Legutko@myoneclay.net

**Financial Impact**

None

**Review Comments**

**Attachments**

- Ⓞ [Advertise Public Hearing Internal Accounts Manual.pdf](#)
- Ⓞ [Internal Accounts Manual \(3\).pdf](#)

# SCHOOL BOARD OF CLAY COUNTY, FLORIDA

## APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT CLAY COUNTY DISTRICT SCHOOLS PROPOSED INTERNAL ACCOUNTS MANUAL

**Approval to Advertise:** The School Board of Clay County, Florida (“the Board”) approved on June 25, 2020 the advertisement/notice of intent to adopt the proposed Clay County District Schools Internal Accounts Manual.

**Purpose & Effect:** The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

**Access to Text of Proposed Amendments:** The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District’s website at [www.oneclay.net](http://www.oneclay.net) under the School Board Meeting Links, School Board Agendas - June 25, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

**Rule Making Authority:** The Board is authorized to adopt the proposed Clay County District Schools Internal Accounts Manual under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

**Laws Implemented:** The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

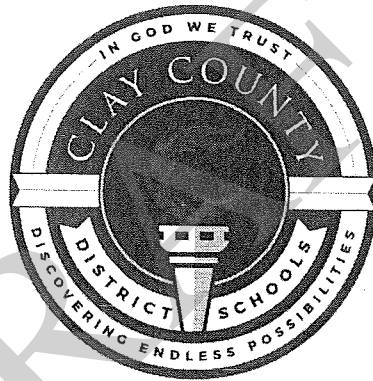
**Person(s) Originating Policy Changes:** The proposed Clay County District Schools Internal Accounts Manual was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

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

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

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

# Clay County District Schools



## Internal Accounts Manual

A Reference Manual for School Bookkeepers

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Forms/Exhibits

**ONLINE REFERENCES**

School Board Rules or District Home Page>School Board>School Board Policies	<a href="https://www.oneclay.net/domain/5198">https://www.oneclay.net/domain/5198</a>
Florida State Board of Education Rules <a href="http://www.fldoe.org/policy/state-board-of-edu/index.shtml">edu/index.shtml</a>	<a href="http://www.fldoe.org/policy/state-board-of-edu/index.shtml">http://www.fldoe.org/policy/state-board-of-edu/index.shtml</a>
Florida Statutes	<a href="http://www.flsenate.gov/Laws/Statutes">http://www.flsenate.gov/Laws/Statutes</a>
Florida Administrative Code	<a href="http://www.flrules.org/default.asp">http://www.flrules.org/default.asp</a>
Florida Department of Revenue	<a href="http://dor.myflorida.com/dor">http://dor.myflorida.com/dor</a>
Internal Revenue Service Publications	<a href="http://www.irs.gov/publications">http://www.irs.gov/publications</a>
USDA Office of Ethics	<a href="http://www.usda-ethics.net/rules/fundraising.htm">http://www.usda-ethics.net/rules/fundraising.htm</a>
Florida High School Athletic Association	<a href="http://www.fhsaa.org">http://www.fhsaa.org</a>



# CHAPTER 1 – GENERAL OVERVIEW

## INTRODUCTION

The sole purpose for the existence of internal funds is to promote the general welfare, education, and morale of all students and to finance the activities of School Board sanctioned co-curricular organizations. A well-planned program for internal funds will ultimately enrich the curriculum as well as improve morale and discipline. Section 1011.07, Florida Statutes, and 6A-1.087, State Board of Education Rules, designate the responsibility of Internal Funds to the School Boards and directs the Boards to adopt written policies governing the receipt and disbursement of funds.

This manual is an update, it includes changes needed to maintain conformance with current laws, regulations, and School Board rules. It also ensures greater internal control by documenting existing practices.

All funds, including those for outside organizations, are governed by the policies and procedures outlined in this manual and School Board rules. The principal of each school is solely and fully responsible to the School Board for all internal fund activities within the school. The bookkeeper is responsible for maintaining the records documenting internal fund transactions and for pointing out to the principal any transaction that does not agree with this manual. All parties involved in the handling of internal funds should become knowledgeable of the policies and procedures prescribed in this manual.

Due to the wide variety of activities at each school the purpose and intent of individual accounts will vary. The purpose for which accounts are established should be documented and available for audit purposes.

This manual, as adopted by the Clay County School Board (hereinafter referred to as “School Board” or “Board”), is the governing document on internal fund accounting. Florida Statutes, State Board of Education Rules and the rules of the School Board of Clay County are the governing requirements and must be adhered to; in case of conflict, they will take precedence over this manual.

## BASIC PRINCIPLES

1. School Internal Accounts funds shall be used to finance a program of School Board approved activities that supplement those activities provided for by District budget funds. All Internal Accounts funds designated for general purposes shall be used to benefit the student body.
2. The School Board shall be responsible for the administration and control of Internal Accounts funds of the District school system, and in connection therewith shall:
  - a. Adopt written policies governing the receipt and disbursement of all Internal Accounts funds and the accounting for property pursuant to Florida Statutes.
  - b. Provide for an annual audit of Internal Accounts funds. The audit shall include documentation of any failure to comply with the requirements of Florida Statutes, State Board of Education Rules and School Board rules, and observations as to financial management of the internal funds. After presentation to the School Board, the signed and written audit report becomes a part of the public record.

3. The financial transactions of school organizations shall be accounted for in the school Internal Accounts funds. All funds handled by School Board employees during normal working hours and/or after hours at school-sanctioned events, shall be included in, and become part of, the Internal Accounts funds of the school unless accounted for in the District-level accounting system. All organizations of the school or organizations operating in the name of the school, that collect money from the public shall be accountable to the Board for receipt and expenditure of those funds in the manner prescribed by the Board. If approved by the School Board, a school-based, direct-support organization as defined under Section 1001.453, Florida Statutes, must have all financial transactions accounted for in school Internal Accounts funds.
4. All individuals handling monies must be authorized by the principal and be insured by the School Board.
5. Funds collected shall be **expended to benefit those students** in school unless the funds are being collected for a specific documented purpose or are generated by career education production shops. Career education production revenues shall benefit the students or program that generated the funds, or the entire student body.
6. Funds collected by and used for the benefit of faculty and staff may be exempt from the preceding requirements at the option of the School Board. Staff activity accounts shall be separately identified and used to purchase items for faculty and staff and shall be differentiated from the funds used for the student body.
7. The objectives of fundraising activities by the school, by any group within, or by an outside group that uses the name of the school shall not conflict with programs as administered by the School Board.
8. School Internal Accounts funds shall be used to benefit activities authorized by the School Board.
9. The collection and expenditure of school Internal Accounts funds shall be pursuant to the Florida Statutes, State Board of Education Rules, Clay County School Board Policies, the Clay County School District Internal Accounts Procedures Manual, and the Financial and Program Cost Accounting and Reporting for Florida Schools; Chapter Eight, *School Internal Funds* (hereinafter referred to as "Red Book").
10. All Internal Accounts funds shall be placed in numbered accounts based on the Chart of Accounts, the basis of which is found in the Red Book. The Chart of Accounts is maintained by the District Finance Department.
11. With respect to detailed guidance for Internal Accounts funds, the Clay County School Board Policies and Procedures, and the Clay County School District Internal Accounts Procedures Manual, shall be the first reference area for school officials.
12. Sound business practices shall be observed in all transactions.
13. Purchases from Internal Accounts funds shall not exceed the resources of the applicable student activity/project account, except for items acquired for resale or items authorized by School Board Rule.
14. An adequate system of internal controls shall be maintained to safeguard the assets of the school's Internal Accounts funds.

15. Each school's organization, class, club, or department shall operate within a budget formulated by the organization members. The format of the budget shall be prescribed by the principal if not prescribed by the School Board Rule.
16. The financial support for various school activities shall be carefully planned and organized so that demands for money from students do not become a burden.
17. All collections received by any club or school organization must be deposited into the school Internal Accounts funds. All extra-curricular activities shall be self-supporting. Such projects are subject to the approval of the principal before a commitment by a school group.
18. In the event of violations of any rules established herein, the Superintendent of Schools (hereinafter referred to as "Superintendent") shall be responsible for disciplinary action as may be deemed necessary.
19. The Internal Accounts funds shall be maintained under the cash basis of accounting. Money shall not be collected from students on school premises without the principal's approval. The teacher, class, club, or group sponsor shall receive written approval for money to be collected before the initiation of any collection activities. Failure to comply may result in disciplinary action.

### **RESPONSIBILITY**

The School Board shall be responsible for the administration and control of the Internal Accounts funds of the District School System and shall:

1. Adopt written policies governing the receipt and disbursement of all Internal Accounts funds and for the accounting of property pursuant to Florida Statutes.
2. Provide for an annual audit of Internal Accounts funds in accordance with Rule 6A-1.087, Florida Administrative Code.
3. The Superintendent shall have the responsibility for the administration and enforcement of the Florida Statutes, Florida Administrative Code, State Board of Education Rules, and Clay County District School Board Policies as they pertain to Internal Accounts funds.
4. If applicable, the Internal Accounts Coordinator shall have the responsibility of submitting a signed written report to the School Board covering Internal Accounts funds which shall include notations of failure to comply with requirements of Florida Statutes, State Board Rules and policies of the School Board and commentary as to financial management and irregularities. Any such audit shall be presented to the School Board and filed as a part of the public record.
5. The principal shall be held accountable for the handling of all phases of internal funds accounting in his/her school, shall use a uniform system of accounting as prescribed by the Superintendent, and shall make monthly and annual reports of Internal Accounts funds as directed by the Superintendent. Under no circumstances shall the books of records and related supporting documents, including money, checkbooks, etc. be allowed to be taken home by any School Board employee.
6. The school's secretary/bookkeeper (hereinafter referred to as "bookkeeper") shall be the party handling all phases of internal funds accounting, using a uniform system of accounting, and generating monthly and annual reports of Internal Accounts funds on behalf of the principal.
7. **The bookkeeper shall not, under any circumstances, be the initial collector of any funds.** Since the bookkeepers' duties include bank deposits, posting monies collected in the system, and

performing bank reconciliation, there is not an appropriate level of segregation of duties if they are also the initial collector of monies.

8. Each school bookkeeper will perform due diligence in selecting and making arrangements for a School Board employee to act on their behalf as a designated “back-up” to their bookkeeper position. The Board employee selected as a “back-up” to the bookkeeper shall have the written approval of the principal on the Bookkeeper’s Back-up Support form. Notification of the selected “back-up” shall be sent to the Internal Accounts Coordinator promptly to ensure the proper security assignments in the District’s accounting software system. Also, it is the bookkeeper’s responsibility to ensure that proper notification is sent to the Accounting Department if the designated/approved “back-up” changes at any time. At all times the bookkeeper will have a designated “back-up” who can perform the bookkeeper’s assigned responsibilities in times of absences.
9. All employees and volunteers having responsibility for handling and recording Internal Accounts fund financial transactions shall be authorized by the principal and bonded through the District School Board. The person or persons designated by the principal shall have the responsibility of collecting and expending school Internal Accounts funds in accordance with Florida Statutes and School Board Policies.

### **GENERAL PRACTICES**

1. All employees responsible for handling and recording Internal Accounts fund financial transactions shall be bonded through the School Board.
2. Purchases from Internal Accounts funds must be authorized in writing by the principal or designee. Neither the school nor the School Board shall be liable for any purchase made in the name of the school without express written approval.
3. District approved, pre-numbered receipts (school receipt books) shall be used to record and account for cash received.
4. District approved pre-numbered checks shall be used to disburse and account for funds.
5. Promissory notes, installment contracts, and lease-purchase agreements shall not be executed in the name of a school or any school organization except as authorized by the School Board.
6. Internal Accounts funds shall not be used to cash checks, accommodate individuals, make any kind of loan, extend credit nor pay any form of compensation directly to employees. Employees of the School Board who are compensated for additional services, such as working at athletic events, shall be paid through the District Payroll Department or, when appropriate, as prescribed by School Board policies.
7. Internal Accounts funds shall be accounted for on the same fiscal year basis as to all other District funds. No school organization shall make expenditures that exceed the cash resources available to that organization. All open accounts payable shall be disclosed to the School Board at the end of the fiscal year.
8. Bank statements shall be reconciled as soon as received. The principal will review the reconciliation.
9. Monthly financial reports shall be made in an approved written form to provide the school’s administration with financial information necessary for decision making. An annual report will

provide data for the inclusion of Internal Accounts funds in the District's annual financial statements.

10. Account balances shall be subject to limits that the School Board may prescribe.
11. Unless specifically exempted herein, all purchases of items must be in accordance with state law and policies prescribed by the District Purchasing Office. Any other proposed purchase shall be referred to the Supervisor of Purchasing for assistance in developing specifications and for bids quote.
12. School Internal Accounts funds shall be expended for the purposes for which they were collected. A signed receipt or an invoice supporting any expenditure shall be kept on file. Canceled checks are only part of the supporting evidence for any given transaction and are not sufficient to support the expenditure..
13. No expenditure shall be made unless it is approved in writing by the principal or his/her designee. Any proposed expenditure shall be considered prohibited until approved.
14. If an expenditure requires prior authorization from an additional party other than the principal, the school shall anticipate the need in time to obtain the written authorization. Expenditures shall not be made unless prior written authorization has been given. Verbal requests for authorization shall not be accepted.
15. Funds collected during the late afternoon or for evening activities shall be placed in a safe by the sponsor or other designated individual arranged by the principal. Sponsors or any other individuals who place funds in the safe shall not be responsible for protecting funds, so long as the sponsor/individual follows proper guidelines. Under no circumstances shall funds be left on the school premises, unless the safe procedure is followed. Any School Board employee who fails to remit funds each day may be liable for any loss. The District Finance Office must be notified of any loss. The District Finance Office has the authority to override loss repayment by the individual. Justification for this decision must be in writing.
16. For any individual piece of equipment costing \$1,000 or more, a check from Internal Accounts funds must be written to Clay County School District and forwarded to the District Business Affairs Department with the appropriate Equipment Distribution form for funds inclusion in the District budget revenue line once funds are available you may proceed with District Purchasing process.
17. All disbursements shall be made by check. Supporting Internal Accounts Purchase Order form, invoice or receipt substantiating purchase, and check stub for each expenditure shall be approved in writing by the principal and shall be maintained on file for all disbursements.
18. No check shall be made payable to "cash".
19. All checks issued must be signed with two signatures, preferably the principal and the bookkeeper.
20. All signatures on checks must be original signatures. Facsimile, stamped, or other electronic signatures are prohibited.
21. In the absence of the principal, his/her designee shall also authorize purchases and sign checks.
22. Any reservations or disapproval of such transactions shall be reported by the principal to the Superintendent or his/her designee immediately. Any further review of the transaction shall be conducted by the Superintendent or his/her designee.
23. The principal shall have full responsibility for all phases of the Internal Accounts funds. No employee, class, club, teacher, or School Board member shall incur any expense or liability without the prior written authorization of the principal or his/her designee.

24. No vendor shall be paid if there is a dispute over a price or if the products are received unsatisfactorily.
25. Internal Accounts shall not be held responsible for an expenditure made by a student, teacher, or by any employee who has not first received written approval from the principal or his/her designee. Anyone making a purchase before approval shall be liable.
26. No trust fund account shall be overdrawn.
27. Purchases are specifically exempted from sales tax, except for purchases for resale.
28. The principal shall be fully responsible for all purchases and purchase commitments requiring the present or future disbursements of Internal Accounts monies. A signed commitment from the principal or designee must be on file before any purchases are made. No purchase shall be made unless sufficient resources are available.
29. Neither the school nor the School Board shall be liable for any purchase made in the name of the school without prior written approval. Promissory notes, installment contracts, or lease-purchase agreements shall not be executed in the name of a school or any school organization except as authorized by the School Board.

### **SAFEGUARDING OF FUNDS**

Schools/Centers shall use a safe or vault for the protection of money received.

1. The safe shall resist drilling, burning, or removal, all of which could result in decreased insurance premiums.
2. Lightweight safes shall be set in a wall or bolted to the floor to prevent removal. Storing money and attaching forms outside of a safe is prohibited. Items allowable to be stored outside of the safe include blank check stock, school receipt books, tickets, and deposit slips; however, those items must remain locked in a filing cabinet, desk, or credenza if not maintained in the safe.
3. The safe or vault should be locked whenever not attended. This means turning the combination; not presetting on some digit, which nullifies insurance coverage. Only the principal, bookkeeper, and principal's designee shall know the combination.
4. The safe combination shall be changed whenever there is a change in administrative personnel and/or bookkeeper or at the end of every third year. If a locksmith is used to change the combination, documentation supporting the date of the combination change, such as an invoice from the locksmith, shall be kept on file at the school. If a locksmith is not used to change the combination, a memo signed by the principal documenting the date of the combination change is permitted.
5. In the event the school incurs a loss due to theft, the police shall be notified immediately and a written report shall be sent to the Superintendent or his/her designee.
6. For middle and high schools, the safe must have a built-in slot for night depository.

## **ERRORS ON INTERNAL ACCOUNTS PAPERWORK**

1. Per Auditors: Any erroneous information must be invalidated by the originator of the entry by lining through such information, entering the correct information above or below the error, and initialing and dating the correction.
2. Any signed documents that require approval should be done in blue or black pen (not pencil), should never be written over, errors should not be scribbled over, and any changes must be initialed and dated.
3. If a mistake is made, the person making the correction, should draw a fine line through the error and initial it, before getting the principal's approval. Documents should never be changed after the principal has signed them.
4. Errors on paperwork should never be:
  - Scratched or scribbled out
  - Covered with whiteout
  - Written over so that it not clear/legible
  - Be completed with a pencil (documents must be done in ink)
  - Dates should never be altered

## **BASIC RECORDS AND FILING**

Internal Accounts funds shall be accounted for by using the most recent available version of the Board authorized accounting software system (hereinafter referred to as "accounting system").

1. Pre-numbered school receipt books shall be used as the means of documenting cash received. These provide the basis for entries to the accounting records where official sequential electronic receipts are recorded.
2. Pre-numbered checks shall be used as the means for disbursing funds.
3. The following papers connected with Internal Accounts funds should be kept in numerical order by month in a file folder:
  - a. Report of Monies Collected forms
  - b. Duplicate Deposit Slips
4. Purchase Order forms with related check stub and supporting documents (receipts, invoices, etc.)
5. Transfer forms
6. Journal Entry forms
7. Monthly financial reports generated from the accounting system
8. Bank statement and bank reconciliation, including supporting detail for reconciled items
9. These items shall be maintained on file at the end of the fiscal year according to the General Records Retention Schedules for Florida Public Schools

## **CHAPTER 2 – GENERAL PRACTICES**

The efficient and accurate accounting of school Internal Accounts funds requires that sound business practices be followed in handling school monies received and expended. It is recommended that the school develop and distribute a set of guidelines that will educate faculty and staff on basic internal funds procedures.

### **FISCAL YEAR**

Internal funds shall be accounted for in the same fiscal year (July 1- June 30) basis as to all other District funds. No school organization shall make expenditures that exceed the cash resources available to that organization. All accounts payable and accounts receivable shall be disclosed to the School Board at the end of each fiscal year.

### **BANK ACCOUNTS**

#### **Depositories for School Internal Accounts Funds**

1. Depositories in which internal funds are kept must be qualified public depositories, approved by the District School Board.
2. The list of active Florida qualified public depositories approved for the deposit of public funds can be found on the Florida Department of Financial Services Website at the following link: [https://apps8.fldfs.com/CAP\\_Web/PublicDeposits/ActiveQPDDisplayList.aspx](https://apps8.fldfs.com/CAP_Web/PublicDeposits/ActiveQPDDisplayList.aspx)
3. Please consult with the District Finance Department before changing banks to ensure that funds are deposited in a qualified public depository.

#### **Checking**

1. Each school shall have only one checking account, which shall be entitled, "NAME OF SCHOOL, INTERNAL FUND, THE SCHOOL BOARD OF CLAY COUNTY." This account title must be imprinted on all Internal Accounts checks and deposit slips. Savings or Investment Accounts shall be titles in the same manner.
2. All monies received by the school shall be deposited intact as collected into this account, and all disbursements will be made by checks drawn on this account. Savings or investment accounts shall be titled in the same manner.
3. All school Internal Accounts funds must be maintained in a financial institution recognized by the State of Florida as a depository collateral entity approved by the District Finance Office.
4. Bank statements shall be reconciled as soon as received. In the event the bookkeeper reconciles the bank statement, the principal shall review the bank statement before reconciliation and shall review the bank reconciliation immediately upon completion. The principal shall date and sign the bank statement and bank reconciliation after the reviews are completed.



### **Authorized Signatures on Checks**

1. The principal of each school shall designate two persons in addition to him/herself who shall be authorized to sign checks and withdraw funds from checking, or other investment accounts.
2. Under NO circumstances shall checks be pre-signed.
3. Two signatures shall be required for all transactions, one of which shall be that of the principal or his/her designee. A copy of the bank signature card of authorized signers on file with the bank shall be kept on file at the school for audit.
4. When the authorized signers change, the bank should be notified immediately. A copy of the notification to the bank and updated bank signature card of authorized signers shall be kept on file at the school for audit.
5. To substantiate the signature for each check, proper supporting documentation shall accompany the check before signing it. Facsimiles, stamps, or electronic signatures are not allowed. Such action makes the signer personally liable for anything recorded over his signature.

### **INVESTMENTS**

1. SBA (State Board of Administration) investment opportunities are available for internal funds through the Clay County School District Business Affairs Division.
2. There is no minimum dollar amount required for investment and no minimum length of investment required, interest rates would fluctuate according to market conditions.
3. Funds invested are not connected to a particular activity account; therefore amounts to be invested should be based on total funds available.
4. Initial investment procedures:
5. Email the Business Affairs Finance Office, with the amount to be invested
6. Send a check in the correct amount to the Business Affairs Office and note for investment

### **Interest Earned on Investments**

1. Each month a statement will be sent to every school with investments in the SBA indicating the amount of their investment and the interest earned that month on their investment.
2. SBA interest earned must be entered into the accounting system through Journal Entry before reconciling the bank statement each month.

### **Investment Return Procedures**

1. Email the Business Affairs Finance Office with the amount that is needed and the date it is needed.
2. Please give three or more days' notice to process the request for funds to be returned
3. The amount of returned investment funds need to be entered into the accounting system through Journal Entry.

## **DONATIONS, GIFTS AND BEQUESTS - Approval Levels and General Provisions**

A donation, gift, or bequest is a free contribution of unsolicited monies, from a person or group made for specific educational purposes or instances of presenting something as a donation, gift, bequest, or contribution especially to a charity or public institution.

**If donations are solicited or asked for, such as at a car wash, funds requested to support a certain purchase or program, or by letters sent out asking for donations, then it is considered a fundraiser.**

1. Donation information and request for approval should be documented on a District approved donation form.
2. Donation form must include:
  - a. a description of the donation and how it should be used.
  - b. your account name and number
  - c. a description of how you will be using the funds
  - d. the value of the donation
  - e. the name of the person or company who donated the funds
  - f. the date the donation was received, would be the same date on the Report of Monies Collected form
3. All donations, gifts, and bequests shall be properly receipted when accepted on a completed Report of Monies Collected form with the Donation form attached.
4. Monetary gifts and donations shall be deposited into the school's Internal Account corresponding to the purpose of the donation.
5. Funds received for a specific purpose must be used for the intended purpose.
6. In instances where an anonymous donation is received funds should be deposited into the general student account to be used for the general welfare of the entire student body.
7. Gifts of money, supplies, equipment, or other personal property of a value less than \$3,000 may be accepted by the principal or department head based on the criteria listed.
8. Proposed gifts of money, supplies, equipment, or other personal property of value between \$3,001 and \$9,999 must be approved by the Assistant Superintendent of Business Affairs with a memorandum from the principal, department head or other appropriate staff member describing the nature and purpose of the gift.
9. All proposed gifts of real property (regardless of value) and tangible and intangible personal property having a value of at least \$10,000 must be approved by the School Board
10. Gifts should not be broken up into smaller lots to keep them under the \$3,000 threshold.

## **SPONSORSHIPS**

Sponsorship is usually when something is given or provided to a sponsor in return for their sponsorship. Example – a banner on the field, an ad in a program, their name on an event shirt, etc. in exchange for their money.

When presented with the opportunity for a sponsorship provide the bookkeeper with the following:

1. A copy of the memo, flyer, letter, or information pertaining to what the sponsors will be sponsoring.
2. A completed Report of Monies Collected Form along with the funds collected

## LOANS AND ACCOMMODATIONS

1. Internal Accounts funds shall not be used to cash checks to accommodate individuals, make any kind of loans, pay any form of compensation directly to employees, nor extend credit to School Board employees, School Board members, outside organizations, or others.
2. School Board members, the Superintendent, employees, students, or any organization or other individuals are prohibited from making purchases through a school's Internal Accounts for personal gain or use. The use of a school's purchasing privileges, such as sales tax exemption, special school discounts, credit card rewards or other such benefits by any School Board employee, the Superintendent, any Board member, any student, or any organization or other individuals, except as directly related to a school purchase, is prohibited.

## CHART OF ACCOUNTS

The Internal Accounts funds Chart of Accounts is an all-inclusive listing of available account codes for classifying and recording internal fund financial transactions. The Chart of Accounts is maintained by the District Finance Department. All new account structures are created by the District Finance Department upon request of the school bookkeeper and principal. The Clay County School District established a standard Chart of Accounts and sub-account numbers. The purpose of requiring uniformity is to promote consistency throughout the District and to ensure compliance with federal and state guidelines. The Internal Accounts funds accounting system is composed of seven (7) basic fund types. The table below provides the basic account numbers and categories as detailed in the Red Book.

Chart of Accounts	
Control Account Number	Student Activity/Project
1000	Athletics
2000	Music
3000	Classes
4000	Clubs
5000	Departments
6000	Trusts
7000	General

### **Athletics – 1000**

1. All revenue and expenditures involving athletic business transacted at the school level shall be recorded in accounts in this classification. Activity for each athletic program shall be maintained in a separate account within this fund.

2. Under no circumstances is the school athletic director permitted to act as the principal's designee for authorizing transactions in the athletics accounts. The principal or his/her designee shall authorize all transactions in this fund, as in all funds. It is recommended, however, that the athletic director review activity in these accounts and serve as a secondary authorization source as considered necessary.
3. All transactions within this fund must be in compliance with rules imposed by the Florida High School Athletic Association (FHSAA), found online at <http://www.fhsaa.org/rules>.

#### **Music – 2000**

1. Proceeds from activities of musical organizations, donations to these groups, and their expenses for supplies and trips shall be recorded in this classification.
2. Collections from students for rental or maintenance of uniforms or instruments shall also be recorded in this account.

#### **Classes - 3000 and Clubs – 4000**

1. Class and club accounts are those which support a group of students within a program or group of programs with a common interest, with a roster of members, officers, and a sponsor. Approval of the existence of all classes, clubs, and department activities is the responsibility of the principal. A copy of the club bylaws should be on file and approved by the principal or designee.
2. The teacher/sponsor of each class/club organization is responsible for providing adequate financial documents and records to the principal and is responsible for retaining duplicates of said documents and records. These records may include an organization budget, duplicate receipts of all income from dues, fundraising activities, entertainments, assessments, donations, and approved requests for payments.
3. The financial support for various school activities shall be carefully planned and organized so that demands for money from students do not become a burden.
4. All collections received by any club/class or school organization must be deposited in the school's Internal Accounts. All extra-curricular activities shall be self-supporting. Such projects are subject to the approval of the principal before the commitment by a school group. All disbursements by any club/class or school organization must be made by an Internal Account check. Authorization of expenditures shall carry the approval of a designated class, club, or department officer (grades 6-12), sponsor, and the principal. Expenses should be for the benefit of the students that participated in the generation of revenue. No accounts may be overdrawn at the end of the current school year.
5. A financial report shall be filed with the principal at the close of each fundraising activity, in accordance with the Fundraising Section of this handbook. To accommodate the collection of data for this report, a separate account for the activity may be established. The organization sponsor shall participate, along with the bookkeeper, in the designation of transactions to be recorded in each of the organization's accounts.
6. A graduation class, with a remaining balance at the end of the school year, shall transfer the funds to the General Fund at the discretion of the principal. (project for entire student body)

7. Any club which becomes inactive and has a balance in its account at the close of the current school year shall have its funds transferred to the General Fund and the account shall be closed at the end of the following school year.
8. Class, club, and department monies shall be expended for the benefit of the class, club, or department or for purposes designated by the class, club, or department that participated in the generation of the revenue. The specific purpose of the revenue collected must be documented by approved written minutes, field trip requests, fundraising activity form, etc. If the documented purpose allows for the collection of funds to cross fiscal years, then the remaining funds in the club or department can be carried forward to the next school year.
9. Any gifts identified as coming from a particular class or club shall be financed entirely by that group. This should not prevent a class or club from contributing to a project undertaken by several classes or clubs or by the student body. All such gifts to the school must first receive the approval of the principal. After approval, the group may set aside an amount for a specific project. Specific projects to contribute/donating for charitable purposes are allowable, provided the cash contributions are not made payable to an individual.
10. Awards, other than scholarships, presented in the form of cash are prohibited. Checks awarded as scholarships are allowable, provided funds are payable to the educational institution of the student's choice. Checks that exceed \$5,000 shall be approved by the superintendent before the award.
11. All extra-curricular activities shall be self-supporting unless funds are provided from the school's activity funds. No student will be excluded from participating in an extracurricular event because of a lack of money for dues, materials, and uniforms. This does not apply to charge for admission as a spectator to extra-curricular activities.
12. Programs or fundraising events for which admission is charged, such as drama and chorus productions, shall not be held during school hours, as required by Red Book Section III.

#### **Departments- 5000**

Departments shall be structured similarly to classes/clubs and conduct financial activities subject to the same policies presented above.

#### **Trust Funds and Outside Organizations - 6000**

1. Trust accounts are used for money contributed by or held for the sole use of specific groups and not owned by the student body as a whole. Trust funds shall be expended only for the purpose for which it was collected. A trust account shall not be overdrawn, nor may trust funds to be expended for general student body activities.
2. If a school organization undertakes a project extending beyond the current fiscal year, receives a restricted donation to be used over a period of time beyond the year in which it was received, approval must be granted by the principal and the funds shall be held in a trust fund, classified as other trusts.
3. When the purpose of a trust fund has been accomplished or becomes inoperative, the unused trust fund shall be returned to the person(s) from whom it was collected, if practicable. Funds that are not practical to return shall be considered as belonging to the general fund.
4. Collections for the District and funds collected from students as deposits shall be accounted for in a trust account.

5. Expenses for the beginning of the year, holiday, and/or end of year breakfast, lunch, and/or dinners and/or parties for administrators, teachers, staff, and volunteers can be accounted for in the staff activities trust account. Monies charged to each individual for this function shall also be recorded in this same account. Any net profits that are made from the teachers' lounge vending machine may be recorded as revenue to this trust account to support these activities.
6. Awards, other than scholarships, presented in the form of cash are prohibited. Checks awarded as scholarships are allowable, provided funds are payable to the educational institution of the student's choice. Checks that exceed \$5,000 shall be approved by the Superintendent before the award.
7. Outside organizations which are connected with, or operating in the name of the school, such as a parent/faculty organization, shall also have their financial transactions recorded and maintained in this category.

### **General Funds – 7000**

1. The activities supported by the General Fund usually encompasses the entire student body or the student taking part in an activity such as competition representing the school. This category encompasses all accounts for funds other than those described below which are to be utilized for the general welfare of the student body or the school operation.
2. Separate accounts shall be maintained for various general activities. It is a good business practice to separately monitor the financial status of the activities. One such example is a **School Store Fund**:
  - a. Merchandise that is needed by students to facilitate classroom instruction and to accommodate students may be sold in school stores where permission to operate such stores has been granted by the District.
  - b. The principal should establish an approved list of merchandise. Profits from the school store may be transferred to the Internal Accounts general fund. Monies to establish the school store may be transferred from the Internal Accounts general fund. The school store shall operate as a separate fund.
3. Activities not accounted for separately shall be recorded in a miscellaneous account.

## CHAPTER 3 – CASH COLLECTIONS AND DEPOSITS

All funds collected for school-sponsored activities are required to be deposited in the Internal Accounts funds of the school. This section will provide detailed information about the steps necessary to receive, process, and deposit Internal Accounts funds. All monies collected must be for a specific purpose which must be determined before the collection of funds. Given the wide range of purposes that can be identified for the collection of Internal Accounts funds, this section is designed to discuss some common sources such as field trips, student fees, fundraiser proceeds, and funds held in trust for yearbooks, class rings, etc. All funds must be collected for a specific purpose and processed in accordance with the guidelines outlined and detailed below.

### GENERAL PROVISIONS

Red Book, Chapter 8, Section II Subpart 3 states clearly that “District-approved pre-numbered receipt forms shall be used as the means of recording cash received and as the basis for entries to the accounting records”.

Red Book, Chapter 8, Section III – *Standards, Practices, and Procedures*, Subpart 1.4, *Cash Collections and Deposits*, states “all checks, receipt forms and tickets shall be pre-numbered and perpetual inventories of each shall be maintained. Inventories shall show the beginning and ending numbers of all documents acquired and issued. In all cases where tickets are used, ticket reports and unsold tickets must be available for audit. Any pre-numbered documents shall be accompanied by a certified statement of the numbers received.”

### CHECK ACCEPTANCE POLICY

If your school accepts checks, this check acceptance policy must be followed.

1. Any check written to a school must contain the maker’s name, current address, phone number, and student name, and should contain the reason for the check.
2. Post-dated checks are not accepted as it is considered an illegal action.
3. Change cannot be given if the amount of the check is higher than the amount of the sale.
4. Checks cannot be accepted 15 business days before a field trip.
5. If a check is accepted for items sold (t-shirt, yearbooks, fundraiser, etc.), the items cannot be delivered for 15 business days after receipt of the check by the school.
6. Please note that if a check is returned by the bank, the principal is responsible to get the sponsor who accepted the check, to recover the funds in cash, money order, or online payment.
7. If a check is returned or rejected for any reason, all future payments must be cash, money order, cashier’s check or online payment.
8. The use of checks as payments for things such as field trips, books, fundraisers, etc. is acknowledgment and acceptance of this policy and its terms and conditions.
9. Please take every measure to meet the requirements of the check-writing policy.
10. All checks received by the school shall be endorsed with an inked deposit stamp “FOR DEPOSIT ONLY” with account title and number.

## COLLECTION OF FUNDS

1. All funds collected for school-sponsored activities are required to be deposited in the Internal Accounts funds of the school.
2. Before receipt of funds, the individual(s) planning to collect monies shall prepare proper District authorized forms (i.e.: fundraising, general purchases, field studies, ticket sales), which shall be approved in writing by the school principal authorizing the collection of monies.
3. Monies shall be collected only by the person, authorized by the principal, who is bonded by the Board.
4. **The bookkeeper, shall not, under any circumstances, be the initial collector of any funds.**
5. An alternative recipient, in case of absence of the bookkeeper, should be designated by the principal; acceptable designees include the school principal, assistant principal, or clerical staff as long as they are a current School Board employee.
6. All monies collected must be substantiated by a sequentially numbered electronic receipt and the Report of Monies Collected form, prepared by the individual collecting the cash.
7. If checks are accepted they shall meet all requirements of the check acceptance policy and where the student's name is different from the name of the person signing the check, the student's name or the receipt number shall be written on the check.
8. All funds collected and supporting Report of Monies Collected form shall be delivered to the bookkeeper on the day of collection.

## REPORT OF MONIES COLLECTED

1. The Report of Monies Collected form is the supporting document for all funds collected. This form shall be used by all individuals who collect monies for Internal Accounts funds.
2. All monies collected must be documented in blue or black ink on the Report of Monies Collected form and submitted to the bookkeeper on the same day of collection.
3. If monies have been collected from more than one source (purpose) of the collection (activity, fundraiser, etc.), or for different activity accounts a separate Report of Monies Collected form shall be completed for each source and account and each Report of Monies Collected should be entered into the accounting system with its one Official Receipt number.
4. Any erroneous information must be invalidated by the originator of the entry by lining through such information, entering the correct information above or below the error, and initialing the correction.
5. The date recorded by the teacher/sponsor on the Report of Monies Collected form should be the date the funds were actually collected by the teacher/sponsor and match that which is written on the student activity receipt (if a student activity receipt is applicable).
6. Monies should be delivered to the bookkeeper by the individual that collected them. Funds should not be left in the bookkeeper's office, mailbox, or delivered by a student.
7. In case of after-hours activities, funds may be dropped in the secure school safe.
8. The following shall be shown on each completed Report of Monies Collected form:
  - a. Purpose (source) of the collection of funds
  - b. The actual date the monies were collected by the teacher/sponsor
  - c. Official electronic receipt number (*entered by the bookkeeper*)



- d. Source of the cash collection (full name), student activity receipt number (if applicable), and the amount collected from each. If the source of the funds collected is from a student, the student's name must be listed on the form. If the student and parent's last name differ, include the parent name on the Monies Collected form or receipt. (If the list becomes too lengthy, a class list or roster indicating the amount collected from each student can be attached and noted instead.)
  - e. Total for deposit
  - f. Signature of the teacher/sponsor responsible for collecting the money
  - g. Signature of the bookkeeper and date verified funds were received from the teacher/sponsor. This date MUST be recorded by the bookkeeper separately from the date of initial collection, which is written on the top of the form by the teacher/sponsor
9. Each Report of Monies Collected form shall be entered into the School Board approved accounting system, substantiated by a sequentially numbered electronic official receipt.
  10. The form shall be identified by the corresponding official electronic receipt number representing the collection (issued by the bookkeeper) and the original white copy shall be held by the bookkeeper and filed in numerical sequence.
  11. The duplicate (carbon) copy shall be given to the individual who turned in the Report of Monies Collected form as their receipt.
  12. The teacher/sponsor must retain their copies of the Report of Monies Collected forms until after the completion of the school year-end audit (usually during July) in case any questions should arise.

### **STUDENT ACTIVITY RECEIPTS (student/teacher receipts)**

1. All monies collected for school-sponsored activities are required to be deposited in the Internal Accounts funds of the school. A student activity receipt will be issued for all monies received of \$5.01 or more pre-numbered sequential receipts. The student activity receipt book holds pre-numbered, two-part, or three-part receipts for all funds collected by a teacher/sponsor from each source.
2. The school may, at their option, utilize a three-part receipt book. The pre-numbered receipts are the means of recording all monies received and providing support for entries on the Report of Monies Collected forms, as well as substantiating each bank deposit.
3. The District approved pre-numbered receipt forms (student activity receipts) must substantiate individual receipt of all cash and/or checks meeting the criteria.
4. Student activity receipt books will be kept under the control of the bookkeeper.
5. The bookkeeper will distribute a student activity receipt book to any teacher/sponsor responsible for collecting money from any source by securing the signature of the teacher/sponsor on the Receipt Book Log.
6. **Under no circumstance should the bookkeeper be the initial collector of monies from any source.**
7. The teacher/sponsor responsible for collecting money will complete and distribute student activity receipts.
8. The bookkeeper will maintain the log of the numbered student activity receipt books and the signatures of whom the books are assigned.
9. A student activity receipt will be issued for all monies received of \$5.01 or more.

10. A student activity receipt is not required for the following:
  - a. Checks received by mail
  - b. Funds received by credit card or electronic transfer (ACH)
  - c. Funds received at Book Fairs
  - d. When money collected is derived through the sale of tickets for athletics, events, or other activities.
11. Student activity receipts are to be used in sequential numerical order and must be completed in ink.
12. The student activity receipt number must be included on the Report of Monies Collected form if a copy of the receipt is not attached.
13. A two-part receipt form will be distributed as follows:
  - a. The top copy (white) of the receipt form will be given to the person remitting the money
  - b. The second (audit) copy (yellow) will remain in the school receipt book.
  - c. Bookkeeper must audit the receipt book per each collection by initial and dating the yellow ending student receipt number.
14. A three-part receipt will be distributed as follows
  - a. The top copy (white) of the receipt form will be given to the person remitting the money.
  - b. The second copy (yellow) of the receipt goes to the bookkeeper attached with the Report of Monies Collected form and monies collected or can be dropped in the safe.
15. The third copy of the receipt (pink) will remain in the school student receipt book for audit.
16. Any voided student activity receipts must have the word "VOID" written across the original receipt, be stapled together with all copies of the voided receipt, and must be retained in the student activity receipt book for audit purposes.
17. Each day that money is collected, the teacher/sponsor will bring to the bookkeeper; the Report of Monies Collected form, the funds collected and, if using two-part receipts, the Student activity Receipt Book; if using three-part receipts, the second (yellow) copy of the receipt will be attached to the Monies Collected form.
18. The bookkeeper will verify the beginning and ending receipt numbers in the student activity receipt book.
19. The bookkeeper will verify that the receipt number is listed on the Report of Monies Collected form or for three-part receipts, the yellow copy of the receipt is attached.
20. The total of the receipts must equal the total funds written on the Report of Monies Collected form.
21. The bookkeeper will mark – by initial and date – the audit copy of the last receipt included on the Report of Monies Collected form. This will provide the bookkeeper with a visual cue of the beginning receipt number to be included in the next deposit.

**OFFICIAL RECEIPTS (electronic receipts entered by the bookkeeper in the accounting program)**

The bookkeeper shall have responsibility for the issuance of a sequentially numbered official electronic receipt into the Board approved accounting system and shall record the number on the corresponding Report of Monies Collected form. Official receipts shall be entered in sequential order and by the date, the monies were received.

**The bookkeeper shall:**

1. Complete the verification of monies collected process as detailed below.
2. Enter the transaction in the accounting system and generate the official receipt number.
3. The bookkeeper will hand write the official receipt number on the corresponding Report of Monies Collected form return the duplicate copy to the teacher/sponsor who initially collected the funds.

**VERIFICATION OF FUNDS RECEIVED**

When a Report of Monies Collected form is remitted to the bookkeeper with the corresponding funds, he/she shall count the funds and compare the total to the total written on the Report of Monies Collected form.

The cash remitted must match the cash listed on the form and the checks remitted must match the checks listed on the form. Any discrepancies found shall be addressed immediately or as soon as is feasibly possible.

**Once the funds have been received the bookkeeper shall:**

1. Reconcile the monies collected to the Report of Monies Collected form,
2. Document the sequentially numbered electronic official receipt number,
3. Sign and date the form. The signature of the bookkeeper indicates that the total for deposit is correct, the cash listed matches the cash remitted, and the checks listed match the checks remitted, and that all of the required information is on the form. They must date the Report of Monies Collected form with the date that he/she received and verified the funds. This date will be in addition to the date recorded by the teacher/sponsor.
4. Issue a duplicate (carbon) copy of the Report of Monies Collected form to the individual remitting the monies. All checks received by the school and deposit slips shall be endorsed with a deposit stamp "FOR DEPOSIT ONLY" with account title and number}
5. The principal shall be notified immediately upon the discovery of possible fraud so that necessary adjustments can be made in the handling of school activity accounts.

**For remittances with no student activity receipts:**

1. Verify the mathematical accuracy of the amounts written on the Report of Monies Collected form.
2. Total the monies and verify that they match the total on the Report of Monies Collected form.
3. Verify the pertinent information recorded on the Report of Monies Collected form \*see above.
4. Sign and date the Report of Monies Collected form evidencing completion of the verification process.
5. Record the electronic official receipt number on the Report of Monies Collected form and provide the yellow copy to the teacher/sponsor who remitted it.

**For remittances with student activity receipts:**

1. Prepare an adding machine tape of the amounts recorded as received for the series of student activity receipt numbers covered with the remittance.

2. Verify that the total from the tape agrees with the amount written on the Report of Monies Collected form and that the student activity receipt numbers are written correctly.
3. Verify that the amount of money received agrees with both the total for the series of receipts and the total recorded on the form.
4. In the receipt book, clip together the series of student activity receipts recorded on the Report of Monies Collected form, on the backside of the last receipt in the series clipped, write the total amount received, date received, your initials, and the official receipt number issued.
5. Sign and date the Report of Monies Collected form evidencing completion of the verification process.
6. Record the electronic official receipt number on the Report of Monies Collected form and provide the yellow copy to the teacher/sponsor who remitted it.

## **DEPOSITS**

### **Handling Deposits**

1. All money collected, including funds that will be placed into District budget funds (i.e.: VPK, Food Service, etc.) must be deposited into the school's Internal Accounts checking account as frequently is feasible or as dictated by sound business practices.
2. In any event, funds collected must be deposited within five working days of receipt, whereas working days are defined as District working days, and receipts are defined as the original collection.
3. All money collected by the school must be substantiated by pre-numbered receipts, consecutively numbered class receipt records, Report of Monies Collected forms, pre-numbered tickets, reports of tickets issued, and sold, or other auditable records.
4. Insofar as is practicable, all money collected should be submitted to the bookkeeper daily. Collections made outside of the school must be turned in to the bookkeeper no later than the next business day.
5. All money collected must be deposited intact to the bank as frequently as feasible and as dictated by sound business practices. In any event, funds collected must be deposited with the five (5) working days.
6. All deposits must equal the total amount of money taken in and recorded on receipts for the period covered by the deposit. Deposit slips shall be made in the number of copies necessary to meet the approved accounting procedures. All checks received shall be deposited with a restrictive endorsement of "For Deposit Only" and specifying the account title and number.
7. The principal or designee shall be notified immediately of any errors in deposits or disbursements and shall take appropriate corrective action.

## **DEPOSIT GUIDELINES**

### **Procedures for deposits prepared by the bookkeeper**

1. Total the amount of receipts entered into the accounting system and bundled for the specific deposit. A cash receipts report should be generated and attached to the deposit. The total receipts must equal the total amount reflected on the bank deposit slip.

2. Total the actual amount of cash on hand.
3. Total the actual amount of coins on hand.
4. Add cash on hand to coins on hand and verify that the total amount matches the total cash recorded on the Report of Monies Collected forms.
5. Total the actual amount of checks on hand and verify that the amounts match those recorded on the Report of Monies Collected forms.
6. Total all amounts for deposit and verify that the amounts match the total receipts entered into the accounting system for the deposit.
7. The bank deposit slip shall include a separate listing of cash, coin, and checks in the deposit.
8. Deposit slips are to be prepared in duplicate (on a two-part form). One copy is for the bank to keep, the other will be validated (imprinted) by the bank at the time of the deposit and must be returned to the bookkeeper and maintained in the school's Internal Accounts records. It is a good practice to check the validation before leaving the bank to make sure the total shows the same amount as the deposit.
9. Deposits should be made within (5) working days of when monies were collected.
10. All money collected must be deposited intact to a depository (bank) as frequently as feasible and as dictated by sound business practices.
11. In the event the bookkeeper is not available, the deposit shall be prepared by his/her designated backup, the principal, or his/her designee.

### **School Night Deposits**

If a school has a safe for after-hour activities, the safe must have a built-in slot for night depository. The following procedures should be followed for any monies received from school events held after regular school hours.

1. It shall be the responsibility of the teacher/sponsor for the after school event to secure a money bag from the bookkeeper before the event.
2. When the after school event is finished, the teacher/sponsor shall place the money, tickets (if applicable), etc. in the money bag and deposit it in the safe before leaving that night.
3. On the next school day, the bookkeeper shall remove the money bag from the safe and present it to the teacher/sponsor. The teacher/sponsor shall then prepare a Report of Monies Collected and a Report of Tickets sold, if applicable. The money, tickets (if applicable), etc. shall be returned to the bookkeeper for final processing.

### **Recordkeeping for Deposits**

1. The deposit slip shall be attached to a sequential list of receipts and the series of Report of Monies Collected forms used to support the deposit.
2. The Report of Monies Collected forms should be organized in sequential numerical order.
3. The records should be maintained as a part of the school's Internal Accounts records.

## CHAPTER 4 – CASH DISBURSEMENTS & EXPENDITURES

### GENERAL PROVISIONS

All cash disbursements and expenditures from school Internal Accounts funds shall be made by check. This chapter will discuss the processes governing such as disbursements, compensation, and other expenditures.

### PURCHASE ORDERS

Purchase Order Internal Accounts form BAD.-1-3022 must be used as prior written approval for Internal Accounts transactions. The purchase order must be generated before making a purchase or obligating the school to purchase items using Internal Accounts funds.

#### **Internal Accounts Purchase Order Procedures**

1. The teacher or staff member requesting a disbursement must complete an Internal Purchase Order form. The request must meet either the District or the school level requirements for issuance of a Purchase Order.
2. This form should identify the Internal Accounts's account number and name of the funding source requesting disbursement and the estimated maximum purchase amount.
3. The person requesting disbursement prepares the Internal Purchase Order form, which must be authorized by the principal before the purchase commitment.
4. The Internal Purchase Order form must include the date, vendor, amount requested, description of items to be purchased, the account to be used for processing payment, and the signature of the requestor.
5. The completed form must be reviewed by the bookkeeper to ensure that unencumbered funds are available to cover the purchase.
6. The principal's signature approval must be obtained before generating the Purchase Order.
7. If the bookkeeper determines that adequate funds are available, he/she must generate the Purchase Order in the accounting software.
8. The bookkeeper will then give a copy of the Internal Purchase Order form with the Purchase Order number back to the person requesting disbursement.
9. Once items are received, the signed invoice or receipt must be provided to the bookkeeper to issue a check to the vendor or for reimbursement.
10. The bookkeeper should review invoices and receipts before processing a check.
11. The total amount on the invoice (goods, services, and shipping) shall not exceed more than 10% of the authorized requested amount on the form.
12. The actual purchase date on the invoice shall not be before the date of approval on the form.
13. Documentation of goods or services received must be attached to the Internal Purchase Order form.
14. The principal or designee is responsible for reviewing all invoices before signing a check

## CHECKS

Checks can only be issued by the bookkeeper after receiving all properly completed forms and supporting documentation to include the Purchase Order and all invoices or receipts. No checks shall be issued to an individual that is not a School Board employee without a W-9 form on file.

### **The bookkeeper should review the documentation to:**

1. Ensure that items have been received and the invoice/receipt amount matches the purchase order amount.
2. Determine whether sales tax should be applied to the purchase. Sales tax only applies to items purchased for resale.
3. Ensure that the invoice from the vendor includes the date of purchase, unit price, details of the purchase, and total amount due.
4. Verify the mathematical accuracy of the invoice.

### **Generating Checks**

After all reviews have been completed and accuracy verified, the check should be generated and printed using the Internal Accounts accounting system.

1. The bookkeeper shall prepare an electronic check using the accounting system, which will automatically post to the Internal Accounts general ledger.
2. Two original signatures are required to be affixed to all checks drawn from Internal Accounts.
3. The authorized signers must review all supporting documentation before signing the checks.
4. Checks cannot be signed using a signature stamp or other facsimile.
5. Under no circumstances shall checks be pre-signed.
6. All disbursements shall be made by check.
7. The system will assign a check number to the electronic check.
8. All check numbers must be issued in sequential order.
9. Check stock shall be safeguarded in accordance with the policies.

## RECORD-KEEPING

1. All supporting documentation for each disbursement including the Purchase Order and all invoices/receipts should be attached to the check stub.
2. The documentation should be maintained in sequential order by check number and stored with the school's Internal Accounts records.

## REFUNDS

Parents and/or students should be notified in advance of the no refund policy. Generally, a refund should not be given unless the reason for the expenditure has become null and void; for instance, if an activity is canceled due to extenuating circumstances or a product was purchased but did not arrive. In any event, a refund will not be considered without the student activity receipt or other validated documentation. Permission slips, activity sales flyers, and/or online ads should include the no refund policy.

All requests for refunds shall be submitted to the bookkeeper on a Refund Request form with the student activity receipt or other validated documentation attached before a refund can be considered and before a check is generated.

All documentation regarding the refund(s) shall be retained by the bookkeeper after disbursements are completed including a copy of the parent notification and the signature log and an account of redeposited non-distributed cash if there was any.

**Approved refunds may be issued from Internal Accounts using one of the following two methods:**

1. A refund may be given individually for each student unless parents and/or students were notified in writing in advance that there would be no refunds. Any refund check issued should be made out to the parent and the student name(s) must be included in the memo section of the check. request form
2. In the event of multiple refunds, (10 or more), and if the individual amount to being refunded to each student is \$5.00 or less for elementary schools or \$10.00 or less for secondary schools, a check for the total amount to be refunded shall be issued to the teacher/sponsor. It is the responsibility of the teacher/sponsor to cash the check and disburse the funds to each student. As an acknowledgment of receipt of the cash refunds, the teacher/sponsor shall secure each student's signature along with the date and amount of refund on a Refund Log sheet. This procedure may be used at the elementary level with prior parent notification. All non-distributed cash will be redeposited to the account from which the check was written. Log for this.

### **REIMBURSEMENTS**

Reimbursements may be given in certain circumstances if there are no other feasible options. They may not be given if current vendors can supply the items. Reimbursement cannot be used to circumvent the Purchase Order process.

1. If there is a school credit card for a vendor, (example: Publix, Sam's Club, Winn Dixie) the card should be used instead of reimbursement, and a Purchase Order form shall be submitted.
2. All requests for reimbursement must be in writing, and before any funds being spent, the paperwork completed and submitted with the principal's signature.
3. All approvals must reflect the date range for monies to be spent on the Purchase Order.
4. To generate a reimbursement, there must be an itemized receipt listing only the items that were purchased for school/business use, receipts shall not show any personal purchases.
5. An itemized receipt is the only documentation needed to generate a reimbursement, they don't need to present a copy of their personal credit card statement or bank statement.
6. The date on the receipt must be later than the approval date on the purchase order
7. Sales taxes cannot be reimbursed to individuals, even if they are doing school business.
8. Personal purchases should never be mixed with school/business purchases on the same receipt.
9. Receipts for reimbursement must be submitted for payment within one week of the purchase date (dates reflected on Purchase Order).
10. Make sure the reimbursement to the individual is NOT for purchases that were made with a school's credit card.



11. Reimbursements shall NOT be made for third party reimbursements nor items purchased on social media websites (Craigslist, Facebook Market), garage/estate sales, or from individuals.
12. Encourage teachers to use vendors instead of making cash purchases and remind them that they will not be reimbursed for sales tax or purchases made without prior written approval.

### COMPENSATION TO EMPLOYEES

Red Book, Chapter Seven, *General Practices*, states “internal funds will not pay any form of compensation directly to school board employees. All compensation to employees must be paid through the payroll department”. In accordance with this proposed general practice and recent Internal Revenue Service rulings, Clay County School Board adopts this practice as policy. In order not to violate this rule, the bookkeeper should contact Business Affairs before paying any person for a rendered service. If the person is not an employee, payment should be made in accordance with IRS regulations regarding 1099's.

Compensation to School Board employees who perform extra duty outside their normal working hours, such as ticket-taking, coaching, event security, over-time, or any other compensation must be processed through the District Payroll Department and **never** paid directly from Internal Accounts funds. The school will reimburse the District for the amounts to be paid including taxes and the associated fringe benefits. Employer's benefits calculations will change periodically. The District's Payroll Department should be consulted for current factors to be used in making calculations for extra-duty pay. This policy also applies to outside groups who request to compensate School Board employees to perform specific duties.

Generally speaking, when using Internal Accounts funds to pay School Board employees to perform established CCSB services for extra-curricular activities rendered after the employee's normal working hours, the following procedures must be followed:

A. When a School Board **instructional** employee is to be compensated using Internal Accounts funds to perform an established CCSB service for an extra-curricular activity the following procedure must be followed:

1. The school administration must contact the Assistant Superintendent of Human Resources in writing for approval before the service being rendered. A Request for Temporary Employee form shall be completed with the date of services and detailed amounts of compensation.
2. After approval is received, the payroll secretary or bookkeeper at the cost center should receive a copy of the Request for Temporary Employee form.
3. The teacher/sponsor follows appropriate disbursement procedures to have one (1) check processed to reimburse the District for salary, including taxes and the associated fringe benefits.
4. A copy of the approval, the Request for Temporary Employee form and an Internal Accounts check (with documentation showing the appropriate budget lines to be credited), shall be forwarded to Business Affairs.
5. When the Request for Temporary Employee form has been processed by Human Resources, the employee's name and job number will appear on the payroll certification. Once services have been rendered and payroll certification has been submitted, Payroll Department personnel will pay the employee on the regular payday in his/her regular check.

B. When a School Board **support** employee is to be compensated using Internal Accounts funds to perform

an established CCSB service the following procedures must be followed:

1. The teacher/sponsor requests the employee's services for the event and estimates hours to be worked.
2. The school administration approves the request, estimates the wage cost for estimated cost figures, and provides an estimated total cost to the teacher/sponsor.
3. Upon determination of actual hours worked, any recalculation of cost figures should be made.
4. The bookkeeper follows the appropriate disbursement procedures to generate one (1) check to reimburse the District for salary costs, including taxes and the associated fringe benefits.
5. The bookkeeper shall attach the check to the appropriate payroll form and forward it to the Business Affairs Division where the funds will be keyed to the appropriate budget lines and a copy of the payroll form will be sent to the Payroll Department for processing.
6. If the check is for overtime hours, the school's payroll secretary shall report the overtime hours for the employee on the regular payroll report. Attach the check to the payroll report and forward it to the Business Affairs Division.
7. Payroll Department personnel will pay the employee on the regular payday in his/her regular check.

#### **EXPENDITURES NOT REQUIRING PRIOR DISTRICT LEVEL AUTHORIZATION**

The **principal** is authorized to make the following types of expenditures without prior District approval. However, this authorization does not preclude bid/quote requirements as stated in policies prescribed by the District Departments as state in policies and procedures.

1. Equipment costing \$999.99 or less, except that which is attached to a building or major equipment requiring the use of public utilities.
2. Supplies, forms
3. Repair, moving, and maintenance of equipment purchased by student groups.
4. Merchandise purchased for the purpose of resale in the school.
5. Dues of student organizations.
6. Entertainment.
7. Publications.
8. Instructional materials and supplies, if operating funds are not available.
9. Athletic supplies and services.
10. Laundry.
11. Towels, washcloths, and other linens.
12. Sanitary service.
13. General student body expenses not otherwise restricted.
14. Gifts or honorariums, excluding scholarships, to an individual from a class or club of \$50.00 or less.
15. Scholarships awarded from an Internal Accounts Trust Fund, \$5,000.00 or less.
16. Custodial supplies not to exceed \$1,500.00 per school year.

#### **RESTRICTED EXPENDITURES**

Expenditures for the following items or purposes shall not be made from Internal Accounts unless from a Trust Fund collected for such specified purpose. Chapter 8, Section 3.5, of The Red Book, provides a list of expenditures that cannot be made from Internal Accounts funds as follows:

1. Equipment, supplies, forms, and postage for curricular or classroom use. The exception is for revenues derived from career education production shops, which may be used for this purpose.
2. Curricular-related travel. The exception is for revenues derived from career education production shops, which may be used for this purpose.
3. Professional, technical or consultant services. The exception is for revenues derived from career education production shops, which may be used for these purposes.
4. Articles for the personal use of any student, employee, or another person, except those items that are identifiable as being in recognition of service or promotion of school activities and those items identified under Rule 6A-1.0143, Florida Administrative Code., *Promotion and Public Relations Funding*.
5. Books and magazines, subscriptions for personal use, and personal memberships in a professional organization.
6. Salaries or other compensation for duties or assignments that are the responsibility of the school district. Salary supplements or a bonus to a School Board employee. If a Trust Fund is used, then monies collected shall be transferred to the District Office and disbursed from the District Payroll Department to the School Board employee upon authorization of the Superintendent. Amounts shall be included in the employee's annual compensation statement issued by the District office.
7. Loans, credit, or accommodation purchases for anyone.
8. Repairs and maintenance of School Board equipment for which District funds are available. The exception is for revenues derived from career education production shops, which may be used for these purposes.
9. Dues or contributions to any association, group, or organization in which the records are not open for inspection to any citizen of the State of Florida
10. Curricular-related travel, professional, technical, or consultant services, or other items for which District funds are available. However, revenue derived from vocational education production shops may be used for these purposes.

### **PROHIBITED PRACTICES**

General guidelines concerning expenditures are explicitly provided in School Board Policies. Prohibited practices include:

1. Expenditures made by a student, parent, or employee who has not first received written approval from the principal. The school is not responsible for any expenditure made under such circumstances.
2. Purchasing from School Board employees who would capitalize on his/her position to sell their merchandise or services through the schools.
3. Issuing a check without first securing an itemized invoice or receipt (except for deposits for field trips or travel advances).
4. Using a statement as the basis for payment.

5. All forms of gambling and games of chance.
6. Using a personal check copy as support when the check has not been canceled.
7. Purchases shall NOT be made as third party purchases nor for items purchased on social media websites (Craigslist, Facebook Market, etc.), garage/estate sales, or from individuals.

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# CHAPTER 5 - FUNDRAISING, TICKET SALES & CHANGE FUNDS

## FUNDRAISING

The Superintendent acts as the custodian of all school property pursuant to Section 1001.51(4), Florida Statutes, and may delegate responsibilities to the school principal. The principal shall control the fundraising activities conducted in the name of the school and ensure that the purposes are worthwhile.

School principals are to be made aware of, approve, and oversee all fundraising activities and actions conducted on a school campus and approve all fundraising activities in the name of the school. Any fundraising activity conducted on school property is a school-connected activity.

1. Form BAD-1-3025, "Fundraiser Application and Financial Recap" Part A, and "Before Event" section shall be completed and submitted to the bookkeeper before any advertising or collection of funds. The reconciliation shall be completed within 30 days after the final sale.
2. Each fundraising activity shall be planned to finance a specified objective.
3. Each fundraising activity shall have the approval of the organization sponsor and the principal.
4. Fundraising activities for which students are charged an admission shall not be presented during school hours.
5. **Students shall not be involved in door-to-door selling.**
6. Raffles and other activities of chance shall not be conducted by the school or on school property, including raffles conducted by charitable, nonprofit organizations leasing school property. Encouraging or permitting minors to participate in games of chance by playing or betting money or other valuable things is prohibited pursuant to Section 849.04, Florida Statutes only a charitable, nonprofit organization exempt from federal income taxation pursuant to the Internal Revenue Code may conduct raffles or drawings by chance in the name of the school if the organization complies with all applicable provisions of Chapter 496, *Solicitation of Funds*, and Chapter 849, Section 849.0935, Florida Statutes, and the raffle is not conducted on school property.
7. When any school organization or group is involved in a fundraising activity or any function exposing the district school board to extraordinary liability, approval must be obtained in advance from the superintendent or designee.
8. Collections for all school-sponsored fundraising activities must be deposited in the internal fund, and all transactions in connection with the activity must be conducted in accordance with district school board policy.

### **Sales Methods**

If items such as candy, novelties, magazines, or other items, including pledges (i.e.: walk-a-thons, shoot-a-thons, etc.), are sold by students for fundraising purposes, then the following information shall be maintained by the appropriate class, club, or athletic sponsor.

### **Presale Method**

1. Funds for all sales under the presale method shall be collected at the time of the sale when the order is taken. Under no circumstances are accounts receivable allowed. The class, club, or athletic sponsor shall at least document the following information:
  - a. Name of student selling items.
  - b. Amount of money turned in.
  - c. Names of individuals purchasing items.
  - d. Method of payment (cash or check number).
  - e. The items and number of units purchased.
  - f. Completed order forms, which may include some or all of the information listed above.
  - g. Delivery records indicating items were received by the individual purchaser.
  - h. Reconciliation records for monies collected per the class, club, or athletic sponsor and monies collected per school bookkeeper.

### **No Presale Method**

1. Funds for all sales that are not under the presale method shall be collected at the time of the sale when the item purchased is provided to the individual making the purchase. The class, club, or athletic sponsor shall at least document the following:
  - a. Name of student receiving items to be sold.
  - b. The number of individual items given to a student for sale.
  - c. Date items were given to the student for sale.
  - d. Signature of the student signifying the student did receive the items as well as the date the student received such items.
  - e. Date student returned the money and/or unsold items to the sponsor.
  - f. The amount of money returned.
  - g. The number of unsold items returned.
  - h. Reconciliation records for differences (if any) between the number of items issued to students and the amount of money collected and/or amount of unsold items returned to the sponsor.

### **TICKET SALES**

1. Sale of tickets is required for cash control at all school-sponsored events where an admission price is charged.
2. NO admission may be charged, nor are tickets required, for school-sponsored events occurring during the regular school day.
3. All tickets must be pre-printed, pre-numbered, and color-coded. Different colors are to be used when more than one admission price is charged for a single event. Do not use priced tickets for complimentary admission.
4. The order and control of tickets shall be performed by a school employee not associated with the selling of the tickets. A Ticket Control Sheet should be used to provide for ticket accountability and detection of missing tickets

5. Information on the number of tickets on hand and used, and the related event descriptions. A separate Ticket Control Sheet should be used for each roll of tickets on hand. The resale of previously used tickets is prohibited.
6. The Ticket Control Sheet is an ongoing inventory system, where ticket numbers are recorded as they are issued to be sold at an event and reflects the current tickets remaining in inventory. The Ticket Control Sheet should be updated after each ticketed event.
7. The Ticket Control Sheet contains the following information:
  - a. The number of tickets on hand at the beginning of the year, noting the ticket numbers and color of the tickets.
  - b. The number of tickets purchased during the school year, noting the ticket numbers and color of the tickets as well as the date purchased.
  - c. The number of tickets sold by event or activity, noting the ticket numbers, the color of the tickets, event, and date sold. This information would be secured from the completed Report of Tickets Sold/Admissions Collected form.
  - d. Comments on any tickets that have not been accounted for, including notations about the ticket numbers.
8. Proper documentation of the Ticket Control Sheets shall list a full inventory of tickets on hand at the end of the school year, including ticket numbers and color of the tickets.
9. Periodically during the school year and at the end of the school year, school officials shall reconcile the actual tickets on hand with the tickets on hand as per the written inventory records.
10. Two school officials, the principal or his/her designee and the bookkeeper, shall perform this reconciliation.
11. The bookkeeper shall be the individual in charge of the tickets while the principal or his/her designee is not normally associated with the tickets.
12. The principal shall sign off on the ticket inventory after reconciliation.
13. All tickets shall remain in a locked location in compliance with School Board safeguarding policies. Tickets must be returned to the bookkeeper and locked up daily.
14. For convenience, school officials can designate certain ticket rolls to be used for a specific function or activity until fully used. Different colored pre-numbered ticket rolls must be used for ticketed events with multiple ticket prices (i.e.: student tickets and adult tickets) or if multiple ticketed events are going on simultaneously (i.e.: baseball game and softball game).
15. Schools must use pre-numbered tickets obtained from an outside vendor. All tickets must meet the requirements of School Board policies and be approved by the principal before the acquisition. All tickets must be pre-numbered, per Red Book, section 1.4(f). The control over these tickets must follow School Board policies. The bookkeeper must order the pre-numbered custom tickets, setting the beginning and ending ticket numbers, and the bookkeeper must confirm those ticket numbers upon receipt of custom ticket stock.
16. Before each ticketed event, the individual in charge of the ticketed event shall obtain the pre-numbered tickets from the bookkeeper. The bookkeeper must complete the top of the District approved Report of Tickets Sold form indicating the beginning and ending ticket numbers obtained for sale.
17. The collection of monies shall be by an individual authorized by the principal. Monies collected are the responsibility of the principal and the individual in charge of the ticketed event. To provide for proper segregation of duties, **the bookkeeper shall not collect monies** under any

circumstances, including ticket sales.

18. After each ticketed event, the individual in charge of the ticketed event must complete the Report of Tickets Sold for the beginning and ending ticket numbers sold and unsold, the total number of tickets sold, the total cash received, and sign off on the form. The individual in charge of the ticketed event shall review the Report of Tickets Sold and sign off on the form. The individual in charge of the ticketed event must also prepare and sign off as the collector of monies on a Report of Monies Collected form. The monies collected, Report of Tickets Sold, Report of Monies Collected form, and unsold tickets must be either turned in to the bookkeeper if monies are collected during school hours or dropped in the school safe if the event occurs after hours.
19. The bookkeeper shall verify the accuracy of the ticket sales documentation by performing the following steps:
  - a. Verify the first ticket number on the roll of tickets returned is one more than the last number listed as sold on the form.
  - b. Calculate the number sold (ex. Ticket numbers 10-20 sold = 11 tickets sold, not 10).
  - c. Verify the accuracy of all the included data.
  - d. Reconcile the cash collected to the Report of Tickets Sold.
  - e. Add the cash receipt number and date received.
  - f. Sign the Report of Tickets Sold and Report of Monies Collected.
  - g. Update the Ticket Control Sheet for sold tickets.
  - h. Follow School Board policies for generating official receipts and depositing funds.
20. This reconciliation may also include procedures for the change fund as applicable

### **Season Tickets**

1. Pre-numbered or seat-numbered season tickets may be sold for athletic events, drama shows/performances, and/or other events.
2. The event's sponsor, such as the school's athletic director, drama sponsor, etc., shall prepare a Report of Monies Collected including the name of the season ticket holder, sport and/or event, year involved, and ticket number and/or seat number on the description line.
3. An individual receipt or acknowledgment letter can be prepared by the school's athletic director for each individual purchasing a season ticket.
4. Complimentary season tickets may be issued if the individuals who will receive the tickets are approved in writing by the principal before the issuance of the tickets.
  - a. A list of complimentary season ticket holders shall be kept by the principal noting the ticket number and/or the seat number that was given to each individual.
  - b. Discretion and sound judgment by the principal shall be used if complimentary tickets are used.
  - c. Complimentary season ticket holders shall sign for the complimentary tickets when they are received. Inventory and money collection procedures that are used for regular tickets shall be followed for season tickets.



## CHANGE FUNDS

Two change funds, Athletics and Other Events change funds, may be maintained as considered necessary by each school as long as the following set-up, control, and monitoring conditions are met:

1. The change funds shall be withdrawn from the Internal Accounts only with prior written authorization by the principal or designee as needed.
2. An Athletics change fund should not exceed a cumulative \$5,000 for the fiscal year and the Other Events change fund should not exceed \$500.
3. Amounts over the approved limits of \$5,000 for the Athletics change fund and \$500 for the Other Events change fund require written approval from the District Chief Financial Officer.
4. The change funds are the responsibility of the principal.
5. All change funds shall remain in the school safe except when in use at events.
6. Each time the change fund is removed from and returned to the safe for use at an event, the event shall be documented in writing on the Change Fund Log.
7. The Change Fund Log documentation must include:
  - a. Description and date of the event.
  - b. Amount checked out
  - c. Amount returned
  - d. User signature of the individual in charge of the ticketed event
  - e. Bookkeeper signature (upon return of change fund)
8. The bookkeeper's signature serves as evidence that the bookkeeper has counted and verified that the amount of funds returned.
9. For ticketed events, the change fund verification process shall be performed simultaneously with the ticket sale reconciliation procedures.
10. The amounts removed from the safe for use at an athletic event must be returned to the safe in full with all ticket sales proceeds.
11. No disbursements shall be made from the change fund.
12. The change fund shall never be used for the payment of vendors under any circumstances.
13. The change fund must be re-deposited to the Internal Accounts bank account in full before the end of the fiscal year.

## **CHAPTER 6 – ATHLETICS**

### **GENERAL PROVISIONS**

All funds generated from athletic business transacted at the school level shall be deposited in the school's Internal Accounts funds. These funds may include gate receipts, proceeds from athletic fundraisers, student athletic fees, etc.

### **GATE RECEIPTS & TICKET SALES**

1. A properly completed Ticket Seller Report should be prepared for all tickets sold – including gate receipts at athletic events. This report should be completed by the person who sold the tickets. The properly completed Ticket Seller report should accompany the properly completed Report of Monies Collected form and gate receipts when funds from athletic events are being remitted for deposit into the school's Internal Accounts.
2. A change fund may be issued to facilitate gate receipts and ticket sales in accordance with the guidelines of this manual.
3. Ticket sales should be handled in accordance with the requirements outlined in this manual.

### **LOG OF COMPLIMENTARY ATHLETIC PURCHASES**

1. The Log of Complimentary Athletic Purchases should be maintained for any gratis or complimentary items purchased using athletic funds. The log should include the type of item purchased, the check number used for payment, and the signature of the individual receiving the item and date received.
2. The Log of Complimentary Athletic Purchases should be developed at each school site to reflect the above information at a minimum.

### **ATHLETIC FEES**

All revenue, fees, ticket sales, donations, and/or sponsorships received as a result of activity programs shall be credited to the school's Internal Accounts fund. Any exceptions to this shall be approved by the Clay County School Board.

# CHAPTER 7 – TRAVEL

## GENERAL PROVISIONS

The District Finance Office manages District travel rates and reimbursements. The following practices are required for travel payments from Internal Accounts:

1. Part 1 of the form ACP-1-3202 “Authorization to Incur Travel” must be completed and submitted for approval at least two weeks before any commitments for travel reservations or registrations.
2. An Internal Accounts Purchase Order shall be submitted to encumber available funds in the proper Internal Account before any arrangements or commitments.
3. Cash advances from available funds will be allowed only for Clay County employees and students on student trips.
4. Cash advances for travel from available funds shall not exceed the estimated per diem or lodging and meals, mileage, common carrier, and registration expenses.
5. Any prepayments are not to be included in the advance cash payment.
6. The basis of the advance will be computed on the Purchase Order which is signed by the traveler and the principal.
7. Within three days of return to school from the trip, all receipts, excess advance funds, and a completed Part 2 of the original Authorization to Incur Travel form must be remitted to the bookkeeper for payment.
8. Current Per Diem rates: (check with Finance Office for current rates)
  - a. Breakfast- travel begins before 6 a.m. and extends beyond 8 a.m.
  - b. Lunch- travel begins before noon and extends beyond 2 p.m.
  - c. Dinner- travel begins before 6 p.m. and extends beyond 8 p.m., or when travel occurs during nighttime hours due to special assignments.

## OUT OF COUNTY/STATE TRAVEL

1. When out-of-county travel by students is necessary for the pursuance of approved student activity, advance travel arrangements shall be made when possible. Advance arrangements shall include transportation, meals, registration or entrance fees, and lodging.
2. Internal Accounts checks may be prepared in advance for the exact amount and made payable to the corporation or proprietor providing the service. The faculty sponsor, accompanying the students, shall be the temporary custodian of the checks and is responsible for obtaining an invoice for the exact amount of the check from the corporation or proprietor upon presentation of the check as substantiating documentation for audit purposes of the bookkeeper.
3. When advance arrangements for meals or lodging are impractical because service to be rendered is en route, or the student group is of such number as to make prior knowledge of the exact number impossible, advancements may be made to the faculty sponsor for distribution to the student. Each student shall sign a signature sheet certifying that he/she received the meal or lodging allowance.
4. Disbursement support must include the names of all persons covered by payment to the motel, restaurant, amusement park, or other organization.
5. The cost of meals and/or lodging in registration fees shall be deducted from the per diem or meal allowance.
6. When payment cannot be made based on per diem, actual costs may be paid to the employee for substantiating receipts which represent clear verification from the person or company paid. An example of this requirement

follows:

- a. Lodging (Not a Confirmation Notice)
  - b. All charges and payment
  - c. Dates of stay
  - d. Name of motel
7. Travel payment for the use of private or employee vehicles may be made based on the District per mileage rate or based on substantiating gas receipts. When gas receipts are the basis for payment, the receipts must have the date of purchase, name, and location of the station and the amounts paid.

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## CHAPTER 8 – PTOS/ PTAS/ BOOSTER GROUPS

### GENERAL PROVISIONS

The Red Book, Chapter Seven, requires that all organizations connected with or operating in the name of the school, which obtain money from the public be accountable to the School Board for receipt and expenditure of those funds. Booster groups and parent groups that are operating within Clay County Public Schools are operating in the name of the school. Therefore, the Board intends to account for the receipts and expenditures of the organizations by requiring that all such organizations be included within the Internal Accounts fund structure.

The public views the organization operating in the name of the school as a part of the school, not as a separate entity. Vendors make delivery of merchandise ordered by these organizations directly to the school and invoice the school directly. When school personnel accepts delivery of merchandise, it places a liability on the school; the Board's policy is based on this conceptual relationship between the organization and the school.

It is not the intent of the Board that the organizations lose control of their monies by including them within the Internal Accounts funds of the school facilitated by the school bookkeeper. The intent is that the school and the organizations work cooperatively together to make certain that the monies are collected and expended within the legal guidelines that are outlined in this manual. The funds will be held in trust for the organizations; no expenditure will be made from those accounts without the authorizing signature of the organizations' officer responsible for finances.

To better ensure that funds are expended in accordance with the wishes of the organizations, the organizations should inform the school's administration of one or two persons who will be responsible for submitting purchase requests and depositing funds; these individuals will not be members of the school administrator responsible for financial transactions. These individuals should perform the duties as outlined in this manual for the teacher/sponsor. Copies of all supporting documentation should be retained by the organization to more easily reconcile their books.

By including the organizations' funds within the school's internal funds, the following is available:

1. Use of the school's sales tax exemption number for appropriate purchases.
2. Free use of the school's facilities for meetings and events.
3. Use of the Clay County Print Center for purchase of printing services.
4. Ability to purchase items from State contracts and Clay County bids.
5. Annual audit.

# CHAPTER 9 - AUDITS

## AUDITS

State regulations require the Internal Accounts funds activity to be audited annually. The Financial and Program Cost Accounting and Reporting for Florida Schools ( Red Book) states:

1. The District School Board shall provide for an annual audit of Internal Accounts Funds.
2. In accordance with the Florida State Board of Education Rule 6A-1.087(2), the signed written report of the audit shall include notations of any failure to comply with requirements of Florida Statutes, State Board of Education regulations, and policies of the School Board. The report, which must also provide commentary as to financial management and irregularities, shall be presented to the School Board while in session and filed as a part of the public record.
3. When there is a change in principals or bookkeepers, an interim review performed by independent auditors shall be conducted.

## PURPOSE

The purpose of an audit is to accomplish the following objectives:

1. Review of Internal Accounts funds financial statements prepared by schools to provide reasonable assurance that financial statements are materially free of errors or other irregularities.
2. Review transactions to ascertain compliance with all applicable statutes, federal and state regulations, State Board Rules, and District School Board Policies.
3. Report weaknesses in accounting, management, and internal controls, and recommend corrective actions.
4. Examine the effectiveness of management controls.
5. Study and evaluate internal control structure and environment to assure that assets are protected and safeguarded.
6. Upon request of management, a performance audit may be performed to review the effective and efficient use of resources.

## MONTHLY BANK RECONCILIATION

1. Bank statements shall be reconciled as soon as reports are available online, print the statement, and submit to the principal to review. The principal must date and sign the bank statement and give it to the bookkeeper to complete the reconciliation process.
2. The **bookkeeper** shall complete the monthly reconciliation process utilizing the accounting system.
3. The bank statement balance is to be reconciled to the Principal's Monthly Report.
4. The reconciliation should be completed by the 15<sup>th</sup> day of the month following the closing date on the bank statement.
5. The reconciliation process requires entering pertinent information from monthly bank statements, clearing checks, and generating all of the necessary journal entries (interest, corrections, transfers, adjustments, etc.).
6. Before finalizing the monthly reconciliation, the **bookkeeper** should research and clear any variances noted on the Bank Reconciliation Report.
7. Variances **cannot** be cleared by the entry of manual adjustment figures on the Principal's Monthly Report.
8. In addition to the steps noted above, the **bookkeeper** should take steps to research accounts with negative balances, NSF checks, and stale-dated checks.

## **FINANCIAL REPORTS**

Financial Reports are designed to provide the information necessary for administration and management to remain in compliance with federal and state regulations, and District School Board policies. These reports shall reflect the financial condition of the Internal Accounts and proof of reconciliation of the bank accounts.

1. The monthly financial reporting package (Principal's Monthly Report) shall be submitted by the bookkeeper (or by the principal, assistant principal, or back-up in the bookkeeper's absence), to the designated District Business Affairs Division employee.
2. The monthly financial reporting package shall be due by the 15th of the following month and shall be delinquent after the 19th of such month, except for additional time for year-end reporting. All delinquencies in filing the financial monthly reporting package shall be recorded in the principal's files.
3. The following financial reports, signed by the principal, shall also be maintained in files for audit.
4. The monthly financial reporting package (Principal's Monthly Report) shall include the following:
  - a. Bank Statement
  - b. Bank Reconciliation
  - c. List of Outstanding Checks
  - d. NSF Detail Log
  - e. General Ledger Report
  - f. Account Payable List
  - g. List of Deficit Balance with reason
  - h. Accounts Receivable
  - i. Sequential List of Activity Account Transfers
  - j. Sequential List of Checks
  - k. Sequential List of Receipts

## **ADMINISTRATIVE REVIEW PROCESS**

1. Upon completion of the reconciliation by the bookkeeper, the bank statement(s), bank reconciliation(s), Principal's Monthly Report, and all journal entries shall be provided to the principal for review.
2. The Principal's Monthly Report should detail account balances including total monthly and year to date receipts and disbursements by activity account. This level of detail will aid the principal in obtaining an understanding of the current financial position of each activity account.
3. The principal should complete a comprehensive review of the Principal's Monthly Report and compare account balances to the values on the monthly Bank Reconciliation Report.
4. Further, the principal should review the monthly bank reconciliation report to identify any variance between the bank balance and the balance recorded in the accounting software. Any exceptions or variances should be investigated by the principal. Appropriate action should be taken by the principal to document exceptions or variances (journal entries, incident reports, etc.)
5. The bank statement(s), bank reconciliation(s), Principal's Monthly Report, and all journal entries shall be signed and dated by the principal. The original signed copies of these documents shall be maintained as a part of the school's Internal Accounts records.

## RECORD-KEEPING

The following documentation must be maintained to support the monthly reconciliation process:

1. Bank Statements (signed by the Principal or designee)
2. Bank Reconciliation Report (signed by the Principal or designee)
3. Principal's Monthly Report (signed by the Principal or designee)
4. Journal Entry Report (signed by the Principal or designee)
5. Properly completed Purchase Order forms with all invoices, receipts, and other necessary supporting documentation attached. The checks and support shall be organized in sequential order by check numbers.
6. Properly completed Report of Monies Collected forms (official receipts) with all necessary supporting documentation. All official receipts shall be kept in sequential order and attached to the corresponding deposit slip. The deposit slips should be organized by the date of deposit.

## YEAR-END CLOSEOUT

In addition to the reconciliation activities completed monthly, the bookkeeper should work in collaboration with the school principal to ensure that adequate support and documentation is maintained.

The school's Internal Accounts records should be organized and stored in a secure location. Reconciled bank statements and monthly financial reports should be readily available for review. In addition to the documents noted above, the list below, although not comprehensive, guides the types of additional documentation that must be maintained:

1. **Cash Receipts - (Official Receipts)** All Reports of Monies Collected forms (ROMCs) and supporting documentation for the fiscal year.
2. **Cash Disbursements** - All Purchase Orders and supporting documentation for the fiscal year.
3. **Monthly Financial Statements** - Bank Statements, Bank Reconciliation Reports, Principal's Monthly Reports, and Journal Entry Reports.
4. **Student Activity Receipt Book Log (Teacher Receipt Book Log)** - serves as an inventory of the student activity receipt books issued during the fiscal year. It includes the date issued, receipt number range included in the receipt book, the teacher's signature receiving the book, and signature of the bookkeeper evidencing return of the completed book.
5. **Gift Card Log** - documents all gift cards purchased during the school year. The log should include the account number and check number used for the purchase of gift cards, the reason for the purchase, as well as the signature and date of the individual receiving the gift card. Additionally, purchases of gift cards should not exceed District guidance as follows: Gifts or honorariums cannot exceed \$50 per person, per year.
6. **Log of Complimentary Athletic Purchases** - should be maintained for any gratis or complimentary items purchased using athletic funds. The log should include the type of item purchased, account number and check number used for payment, and the signature and date of the individual receiving the item. This applies mainly to Junior and High Schools.
7. **Fee Letters** - Student fee letters must be provided to the parents whenever fees are requested. The fee letters should include an itemization of expenses and detail the purpose for the collection of funds.
8. **Sponsorship** - Sponsorship flyers, letters, or publications must be provided to the bookkeeper.
9. **Yearbook Report** - is used to track all yearbook inventory for the school year.



10. **Yearbook Ads Sold Report** - lists the date sold, advertiser's name, ad size and amount, and a record of payment. This report is used to track all ad sales for the school year.
11. **Donation Forms** - should be obtained from all sponsor/staff/coach and include details regarding how the donor would like the funds disbursed. If a donation is not specified, the funds must be posted to the general student account and used for the general welfare of the entire student body.
12. **Inventory Reports** - must be maintained whenever items are purchased for resale to include concession sales, school store inventories, T-shirt inventories, etc. The Inventory Report should include the type and quantity of items purchased, actual costs, sales price, and profit information. The report should also indicate the status of any unsold inventory (spoiled, salvaged, donated, retained for future sale, etc.).
13. **Ticket Seller Report** - indicating ticket prices and the number of tickets sold should be completed by an event sponsor whenever tickets are sold for an event. This record should contain a perpetual inventory of tickets on hand by color code (price), ticket number, admission prices, and actual cash on hand. Ticket Seller Reports should be attached as supporting documentation to the ROMC when funds are being submitted for deposit.
14. **Ticket Log and Ticket Inventory Log** - substantiating documentation for all tickets purchased and sold
15. **Fundraiser Reconciliation Report** - shall be completed to identify the types, frequencies, and profitability of fundraising efforts.

## **RECORD RETENTION**

Records that are maintained as part of the school's Internal Accounts funds and public records under Florida Statutes must remain on file as required by the Florida Department of State Services for Records Managers, Schedule No. GS7 & GS1 – Public Schools Pre-K-12, Adult & Vocational/Technical as fully described at <http://dhis.dos.state.fl.us/recordsmgmt/scheduling.cfm>. Records shall not be destroyed or otherwise disposed of without specific written authorization from the principal. Each school is responsible for reviewing current state law regarding the retention of records, sending records to the Records Department for ultimate destruction in accordance with current law, and documenting how the procedures performed for the destruction of such records are in compliance with current law. To ensure that the destruction of records will occur properly and for general information, internal fund records should be held at your school for five fiscal years if feasible. At this time a Records Transfer Request form (MIS12624) should be filled out so that your records can be processed. Send the Records Transfer Request to Information Services (Records). It will be approved by the director then sent to the Records office where they will arrange a pick-up with the courier. Records (even past hold period) cannot be destroyed by anyone other than the Records office.

# CHAPTER 10 – MISCELLANEOUS & GENERAL PROCESSING

## JOURNAL ENTRIES

1. Journal entries are necessary to post corrections or make adjustments to transactions in the accounting system. All journal entries should include a date, amount, and description indicating the reason for the entry.
2. The bookkeeper shall obtain the principal's signature on all journal entry reports to evidence his/her review and understanding of all adjustments posted during the month.
3. Do not post on any month that has been closed and reconciled, use the current month only.
4. Typical reasons for posting journal entries include, but are not limited to, posting interest earned, correcting posting errors with cash receipts and cash disbursements, recording bank fees, and posting the online sales from credit cards and collection of NSF checks.
5. The signed Journal Entry Report shall be maintained as a part of the school's Internal Accounts records.

## ACTIVITY TRANSFERS

1. A transfer between activity accounts may be made under certain circumstances, such as but not limited to transferring funds to proper accounts for disbursement.
2. A transfer is a recording procedure to move funds between two accounts. No actual check is written.
3. Transfers are not considered a receipt of the receiving fund nor are they considered a disbursement of the disbursing fund.
4. A transfer is initiated by the use of a Transfer Request form. Both the sponsor for the disbursing account and the sponsor for the receiving account must sign authorizing the transfer.
5. The properly authorized transfer request should be forwarded to the bookkeeper to verify account balances and get the correct information for approval.
6. Upon the approval of the Transfer Request form by the Principal, the bookkeeper will enter the transfer number on the transfer request. Transfer numbers should be numbered sequentially using the accounting system within a fiscal year.
7. Signed Transfer Request forms and reports shall be maintained as a part of the school's Internal Accounts records.

## INSUFFICIENT FUNDS (NSF) CHECKS

Please note that if a check is returned and only after the many attempts to recover the funds, the principal may require all future payments paid through the online system, money order, or cash.

Please take every measure to meet the requirements of the check-writing policy.

1. Any check written to a school must contain the maker's name, current address, phone number, and student name.
2. Checks will not be accepted less than 15 business days before a field trip
3. If checks are accepted for items for resale (t-shirt, yearbooks, fundraiser) the items shall not be delivered for 15 business days after receipt of check by the school.
4. If a check is returned or rejected for any reason, all future payments should be cash, money order, cashier's check or online payment.
5. The use of checks as payment for things such as field trips, books, fundraisers, etc. is your acknowledgment and acceptance of this policy and its terms and conditions.
6. Post-dated checks are not accepted as it is considered an illegal action.

7. Change cannot be given if the check is higher than the amount of the sale.
8. If a check is returned by the bank because of a banking violation such as insufficient funds, account closed, etc., the bookkeeper should verify that the check acceptance policy was followed.
9. Bank charges related to NSF checks shall be recorded in the General Fund.
10. At each month-end, a supporting schedule of outstanding NSF checks shall be prepared, listing the check number, date, name, and amount for each NSF check pending reimbursement from the collection agency. This schedule should be attached to the monthly bank reconciliation. The Accounts Receivable ending total on the Cash Balance Report should agree to the balance of returned checks pending reimbursement from the collection agency at the end of the month.

## STALE DATED CHECKS

Any outstanding uncashed check dated more than one year before fiscal year-end is considered unclaimed property. According to the Florida Department of Financial Services, unclaimed property is intangible property held by a business or governmental entity (holder) that has been left unclaimed or abandoned by its owner. Chapter 717, Florida Statutes, relates to unclaimed property and requires holders to use due diligence to locate the owners of inactive accounts.

Bookkeepers shall perform due diligence by first attempting contact via telephone and such communication shall be duly documented. When contact by phone is unsuccessful, the bookkeeper shall prepare an Unclaimed Property Form Letter on school letterhead, ensuring that it is postmarked within the State of Florida prescribed deadlines.

Phone call attempts should first be made and noted;

1. Does the payee have the check?
2. Will the payee be able to cash the check soon, when?

If the Payee does not have the check:

1. Send the payee an unclaimed property letter to sign.

Checks cannot be voided before receiving the Unclaimed Property Letter, signed and dated by the Payee. Once the signed Unclaimed Property Letter is received by the bookkeeper, the bookkeeper can then proceed to void the check and reissue if requested too.

If the holder of the property is unable to locate or re-establish contact with the owner and return the asset, the property is presumed abandoned and is required to be reported and remitted to the Florida Department of Financial Services, Division of Unclaimed Property at the end of a dormancy period.

The Division of Unclaimed Property requires the District to file an annual report and remit unclaimed property annually. Schools with unclaimed property must be included in the District's report. Schools shall submit unclaimed property information, along with supporting documentation of due diligence, to the District Finance Office no later than April 1st annually. Upon review and proper authorization, schools will be notified by the Internal Accounts Coordinator of the necessary steps to remove the unclaimed item(s) from the Internal Accounts bank reconciliation.

**Do not** reissue checks that have been reported as unclaimed property. The payee must contact the Florida Department of Financial Services, Division of Unclaimed Property after April 30<sup>th</sup> to claim the return of the property. Refer the payee to the following website: [www.fltreasurehunt.org](http://www.fltreasurehunt.org).

## STOP PAYMENTS ON CHECKS

If it is necessary to issue a stop payment on a check issued out of Internal Accounts funds, the stop payment should be completed and issued promptly using standard banking practices for the bank holding the school's accounts. Any required forms for this process should be obtained from your bank, this may incur a fee to the school.

## VOIDING CHECKS

It may become necessary to void a check after imprinting. Voided checks should have the word "VOID" prominently displayed on the face of the check and be maintained on file as part of the school's Internal Accounts records. Destroying the voided check is prohibited. Checks may be voided for several reasons.

Three of the most common reason are:

1. The check was lost or stolen
2. The check was issued for the wrong reason
3. The check was misprinted or should otherwise be voided before issuance

In the event a check must be voided please follow these practices:

1. Whenever possible retain the full check page
2. Write the word "VOID" prominently across the face of the check portion
3. Write the reason for the void on the check
4. Remove and destroy the signature lines portion of the check
5. Destroying the voided check is strictly prohibited
6. Maintain the voided check with the school's Internal Accounts records in sequential order by check number  
Accurately void electronically in the accounting system

Checks that are known to be lost may be replaced by issuing a new check, following check void and reissue procedures provided by the District Internal Accounts Coordinator. **Do not** reissue checks that have been reported as unclaimed property (see unclaimed property section above).

## W-9s AND 1099s

Periodically, schools engage the services of independent contractors. An independent contractor is a person, business, or corporation that provides goods or services under a verbal agreement or a written contract. Unlike employees, independent contractors do not work regularly for an employer but work as required, providing services such as but not limited to; repairs, custom printing, performances/programs, officials, chartered buses, piano tuning, medical services/physical therapy, etc.

Internal Revenue Service requires a Form 1099 - *Miscellaneous Income* be prepared for independent contractors paid more than \$600 per calendar year (January 1 - December 31). Before paying for a service rendered (regardless if it is for less than \$600) it must be ascertained whether or not a W-9 is on file in your school. If a W-9 is not on file, one must be filled out. Please make sure that either a Tax ID Number or Social Security Number and a current address is included on the form. The document must be signed with a legible signature. Even if you've had a W9 form filled out by a vendor in previous years, request that a new form be completed. As soon as you receive a new or updated W-9 form, and **before issuing the check**, scan a copy of the W-9 to the Internal Accounts Coordinator.

Since Internal Accounts funds are residents of individual schools, it then is the responsibility of each school to track information relating to this requirement. It is each school's responsibility to provide a complete listing of 1099 payments that they made each year to the District in January. To ensure proper procurement and reporting of information, coordinate with the Business Affairs Division when necessary to ensure inclusion with the District's 1099 report. Vendors meeting requirements for receipt of 1099s should be properly noted in the accounting system.

### **PHOTOGRAPH/PICTURE SALES**

1. The principal shall be responsible for obtaining a student picture contract.
2. Commissions earned from photography/picture sales shall be deposited in the General Fund in the Internal Accounts of the school.
3. Collections directly by the contracted vendor are also allowable.

### **FIELD TRIPS**

All school class/club/activity field trips must be approved by the principal before any commitments or expenditures. Funds collected for field trips are expected only to cover the full cost of the trip.

An evaluation should be done by the bookkeeper for the Internal Accounts of each class, club, and department at mid-school year. If an account has collected excess funds due to over-estimated field trip expenses, appropriate adjustments must be made to reduce the parents' cost of future field trips within that year.

Clay County District School Field Trip forms and School Bus Requisitions are allowable substantiations for authorization for expenditures related to field trips, provided that the field trip was authorized before purchase commitments. A copy of the approved Field Trip form shall be attached to all Purchase Order forms related to field trip expenditures.

### **COLLECTIONS FOR THE SCHOOL BOARD**

#### **Voluntary Pre-K and Child Care**

Monies collected for a fee-based VPK or Child Care program must be recorded in the Internal Accounts Trust funds of the school. Monies collected shall be deposited into the appropriate Internal Account. A check for the amount collected shall be generated every month and forwarded to the District Finance Office to be credited to the proper cost center, function, and object.

#### **Textbooks**

These collections include payments received for lost or damaged District **textbooks**. Funds shall be collected during the current school year and deposited into the proper Internal Accounts Trust fund (as defined in this manual). A check for the amount collected shall be generated at the close of the current fiscal year and forwarded to the District Finance Office to be credited to the proper cost center, function, and object.

## **TIPPING**

Internal Accounts funds may be used to provide tips for services when tips would be expected as a part of the customary payment. Tips may be provided to bus drivers, food delivery drivers, and wait staff or servers at restaurants. Tips should be reasonable and should not exceed the standard rates. Funds for tips may be collected as a part of the fees collected from students when fees are assessed.

Documentation, such as signed invoices or statements, should be obtained to evidence payment.

## **SALES TAX**

In general, materials and supplies purchased by the school for use in carrying out their educational duties are tax-exempt. Purchases for parent groups are also tax-exempt for items used in their customary activities or items donated to the school. Gifts, school store purchases, and other items for resale are subject to sales tax. There are instances where the school is acting as a vendor and must collect for and remit taxes to the Department of Revenue.

Florida law grants certain exemptions from Florida sales and uses tax to State tax-supported schools, colleges, and universities; Parent-teacher groups (PTOs, PTAs, etc.) associated with a K-12 school whose purpose is to raise funds for the school; School support organizations (Boosters) whose sole purpose is to raise funds to support extracurricular activities at K-12 schools. More information can be found at the site below.  
[https://floridarevenue.com/taxes/businesses/Pages/sales\\_schools.aspx](https://floridarevenue.com/taxes/businesses/Pages/sales_schools.aspx)

### **Taxable Purchases**

All items purchased for resale are subject to Florida Sales Tax unless specifically exempted. Items that are resold, regardless of profit, are subject to sales tax. On purchases for resale made from out-of-state suppliers that do not add Florida sales tax to the purchase price, schools shall file Form DR-15MO, Florida Department of Revenue Out-of-State Purchase Return. This form shall be used to transmit the sales tax calculated on the purchase price of the resale item. Due dates for filing are outlined in the form's instructions. Refer to instructions for Form DR-15MO online at <https://floridarevenue.com/Pages/results.aspx?q=Form%20DR-15MO> for further guidance and links to the current forms.

### **Tax-Exempt Purchases**

Items that are purchased for school use and not for resale are exempt from Florida Sales Tax. The school shall use the sales exemption number issued to the District for purchases that are specifically exempted from sales and use tax. (tax-exempt form located in the Bookkeeper Drive)

1. Yearbooks
2. School books containing printed instructional materials for use with regularly prescribed courses of study.
3. Items of clothing bought and paid for by a school with ownership and title remaining with the school (ex. band uniforms, athletic uniforms, and equipment, etc.)
4. Labor, parts, and materials used and incorporated into and becoming a part of tangible personal property, in rebuilding, repairing, or reconditioning the same for resale, are exempt.

*Sales tax will not be reimbursed on purchases made and paid for personally by teachers or sponsors.*

## **Taxable Sales**

Schools offering grades K-12, and Parent/Faculty organizations for those schools, may elect to pay Florida sales tax directly to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. For more information go to [https://floridarevenue.com/taxes/businesses/Pages/sales\\_schools.aspx](https://floridarevenue.com/taxes/businesses/Pages/sales_schools.aspx)

Each school shall register with the Florida Department of Revenue to collect, report and pay sales tax on items sold using the Department's online registration system or by submitting a paper *Florida Business Tax Application* (Form DR-1). Refer to the instructions on the form online at [https://floridarevenue.com/Forms\\_library/current/dr1.pdf](https://floridarevenue.com/Forms_library/current/dr1.pdf) for further guidance. Schools shall comply with filing requirements set forth by the Florida Department of Revenue for remitting sales taxes to the state.

1. Fundraising Activities - Resales of items for fundraising purposes, such as candy, candles, confections, and other novelties by school-sponsored organizations are taxable. Sales tax may be paid directly to a Florida vendor on the purchase price or paid directly to the Florida Department of Revenue based on the sales price.
2. Uniforms and Equipment Sales or Rentals - The sale, lease, or rental of items to students such as band uniforms or instruments, athletic uniforms or equipment, and other items of clothing owned by the school are taxable on the sale or rental amount.
3. School Stores - The sales of school materials and supplies in a school store are taxable.
4. Concession Stand Sales – If the concession stand is run by an internal organization (i.e.: class, club, or department), sales tax may be paid directly to the Florida vendor based upon the purchase price/invoice amount or directly to the Department of Revenue based upon the sales price.
5. Meals - Barbeques, fish fries, and similar meals are taxable, even if the entire proceeds are used for charitable purposes.
6. Parking Fees – Fees charged for parking are taxable, the net of any portion of the fee held as a refundable deposit.
7. Vocational Education Classes - If a vocational education class has the opportunity to sell items or products to groups or individuals other than school-sponsored groups, then sales tax must be paid on the sales amount.
8. Tangible Personal Property - The sale of tangible personal property, either purchased, rebuilt, or reconditioned for resale, is taxable on the sales amount.
9. Rent, Utilities and Equipment Fees – Sales tax is charged unless an organization provides a valid Florida sales tax exemption number on the Facility Use Agreement and a copy of the Certificate of Exemption.

## **Exempt Sales**

1. Yearbooks - Sales of school yearbooks are exempted by Chapter 212, Florida Statutes.
2. School-sponsored Events - Admissions to athletic or other events are exempt only when student and/or faculty talent is utilized.
3. Textbooks - The sales of school books, textbooks, workbooks, and other printed material used in regularly prescribed courses of study, are exempt
4. Commodities – Commodities such as cheese, sausage, spices, fruit, and bulk cookies or cookie dough, are exempt.

## YEARBOOKS

**If yearbooks are sold by a school, the yearbook sponsor shall maintain the following information:**

1. A detailed calculation as to how the unit sales price was determined.
2. The number of yearbooks ordered.
3. The number of yearbooks received from the supplier.
4. Contracts and/or invoices related to the purchase of the yearbooks.
5. A list of individuals who purchased yearbooks, including student name, date paid, the amount paid, payment method (cash or check number), and date yearbook was issued to the student. *Refer to the check acceptance policy regarding delivery.*
6. A list of individuals receiving complimentary yearbooks (if applicable) and the date yearbook was issued to the individual.
7. Reconciliation records for differences (if any) between the number of yearbooks issued and the amount of money collected and/or complimentary yearbooks ordered.

**The segregation of duties related to the yearbook process should be as noted below:**

1. The **principal** or his/her designee (someone other than the yearbook sponsor) should receive the initial order of incoming yearbooks. This person should count and document the total number of yearbooks the school initially received. This individual should not participate in yearbook cash collections, reconciliation, or other yearbook related duties.
2. The **yearbook sponsor** should complete the annual yearbook reconciliation. The District approved the Yearbook Reconciliation form.
3. The **bookkeeper** shall review the Yearbook Reconciliation form for accuracy and completeness. This review should include a comparison of the reconciliation form to the following supporting documents for accuracy:
  - a. Vendor invoice (number of yearbooks and cost)
  - b. List of yearbooks sold (online sales and in-person)
  - c. List of complimentary yearbooks given out. (if applicable)
4. The bookkeeper should also observe and count the yearbooks on-hand at year-end and compare to the number remaining on the Yearbook Reconciliation form for accuracy.
5. Sound business practices shall be used in the selling of the yearbooks. In that, all yearbooks are to be sold to students at the lowest possible cost to allow the maximum number of students to purchase a book.
6. The sale of yearbooks should not be construed to be a fundraising activity. All monies due from yearbook sales shall be collected and deposited before year-end. The Yearbook Reconciliation Form should be used to account for the sale of yearbooks, and to ensure that all funds received are disbursed (no profits).

**In instances where fund balances have accumulated, one or more of the following is required:**

1. The future sale price of yearbooks should be reduced.
2. Expend the fund balance in one or more of the following ways:
  - a. Purchase and/or maintain camera or computer equipment, software, or supplies specifically for the production of the yearbook.
  - b. Finance expenses related to training and travel (i.e.: publishing and graphic design companies) for students working on the yearbook.



## Sale of Advertising Space

Advertising space in yearbooks can be sold to help fund a scholarship. Advertising money shall be received and deposited before the yearbook goes to the press. The yearbook sponsor shall maintain the following information:

1. The number of ads sold.
  - a. List of individuals or businesses purchasing the ads, including the name of individual or business, size of ad sold, date paid, the amount paid, payment method (cash or check number).
  - b. Name of individual selling the ad.

## Yearbook Scholarships

If a yearbook scholarship is awarded, documentation must be maintained that the yearbook scholarship was funded from yearbook revenues other than the sale price charged to students. The scholarship is to be payable to an educational institution of the student's choice.

## GIFT CARDS

Gift cards are considered compensation as they are a cash equivalent item. Cash is generally intended as a wage, therefore, cash or cash equivalent, cannot be a de minimis fringe benefit (\*see below).

Below is a link from the IRS website that notes in part: Cash or cash equivalent items provided by the employer are never excludable from income. Gift certificates that are redeemable for general merchandise or have a cash equivalent value are not de minimis benefits and are taxable.

<https://www.irs.gov/government-entities/federal-state-local-governments/de-minimis-fringe-benefits>

### **If the recipient of a gift card is a Clay County School Board employee the following applies:**

Per Auditor Comment 2019-06 District Employee Compensation: Compensation to employees includes cash and cash equivalent items. Gift cards would fall under the classification of a cash equivalent. The funds will have to be sent to payroll to be processed.

Section II (6) of Chapter 8 of the Redbook: Employees of the school district who are compensated for additional services, such as working at athletic events, shall be paid through the school district payroll department or, when appropriate, as prescribed by district school board rules.

### **\*de Minimis Fringe Benefits**

In general, a de minimis fringe benefit is one for which, considering its value and the frequency with which it is provided, is so small as to make accounting for it unreasonable or impractical. An essential element of a de minimis benefit is that it is occasional or unusual in frequency. It also must not be a form of disguised compensation.

If they are taxable, they should be included in wages on Form W-2 and subject to income tax withholding. If the employees are covered for social security and Medicare, the value of the benefits are also subject to withholding for these taxes. <https://www.irs.gov/government-entities/federal-state-local-governments/de-minimis-fringe-benefits>

### **If the recipient of a gift card is not a Clay County School Board employee the following applies:**

1. A gift card or gift certificate not to exceed \$50.00 as a thank you is permissible once per year.
2. Any amount over \$50.00 is considered compensation, therefore a W-9 must be completed by the recipient and the 1099 box marked in the accounting system.

The school shall maintain sufficient evidence to support the distribution and receipt of all gift cards purchased. The bookkeeper shall maintain a log, as part of the school's Internal Accounts records, that includes the reason for the gift card, the date it was received, and the names and signatures of individuals receiving each gift card.

## **VENDING MACHINES**

1. Vending machines may be installed in schools/centers according to School Board policy. The sale of food and/or beverages to students shall not be in competition with or hinder the District School Food and Nutrition Services Program as established in the School Board policy.
2. Funds derived from vending machines accessible to students in schools shall be accounted for in the general account. Generally, the commissions are to be expended for the student body as a whole.
3. Food/beverage vending machines may be installed in faculty lounges and workrooms for the exclusive use of teachers and staff.
4. Funds derived from vending machines in faculty lounges and workrooms shall be accounted for in a separate account (Staff Activities Trust Account) from the profits generated by the general-use vending machines.
5. Commissions from vending machine sales should be listed on the Report of Monies Collected forms.
6. Food/beverage vending machines shall never be accessible to students in grades K-5, shall only be accessible to students in grades 6-8 after regular school hours, and shall be accessible any time to students in grades 9-12, provided access does not violate District School Food and Nutrition Services Program agreements.
7. School supply vending machines may be accessible at any time to any grade level.
8. If the vending machine supplier is fully responsible for the machines (fills the machines with supplies and removes money from the machines), then no inventory records are required to be maintained by school officials.
9. For vending machines supplied by the school that is not operated on a commission basis, a perpetual inventory system shall be used and a monthly sales analysis shall be performed and be included as a part of the school's Internal Accounts records.

## **SCHOOL STORE**

A school store can be established in an area of the school set aside for use of dispensing items for sale as a fundraiser. It may be managed by a school club or group under the supervision of a staff sponsor approved by the principal. All school store collections shall be accounted for in Internal Accounts and become a part of the school's Internal Accounts records.

Any food or beverage items sold in the school store must meet USDA School Meal Nutrition Standards and must not compete with District School Food and Nutrition Services.

Proceeds from school store sales may be used as a fundraiser to benefit the entire student body with prior approval from the principal. An activity request form should be completed indicating this purpose in advance.

### **School Store Inventory**

Inventory records shall be required for school store activity supplied by the school or sales of supplies where revenues are collected for use by the school.

For school store activities such as the sale of basic school supplies (paper, pencils, folders, erasers, etc.) school officials shall at least document the school year-end inventory, which shall be observed by the school store sponsor and signed by the principal, and shall provide the following information:

1. Description of the item in inventory
2. Number on hand

3. Retail price per unit
4. Total retail price (number on hand times the retail price per unit)
5. Actual cost per unit, including sales tax.
6. Total actual cost (number on hand times the actual cost per unit)

### **Perpetual Inventory**

A perpetual inventory record shall be maintained for specialty school store items and non-commission based vending machines. If there are multiple school stores or non-commission based vending machines on campus, perpetual inventory records shall be kept for each location, documenting the location, month of inventory, and a description of the items in inventory. The perpetual inventory records shall also be signed and dated by the appropriate school official, and reviewed by the principal.

For each item in inventory, reconciliation records shall reflect the following:

1. The number of items on hand at the beginning of the month (which shall equal the number of items on hand at the end of the previous month).
2. The number of items purchased or received during the month.
3. The number of items sold during the month.
4. Calculation of the number of items that should be on hand at the end of the month
5. The actual number of items on hand at the end of the month per physical count.
6. Reconciliation of the difference (if any) between calculated ending inventory and physical ending inventory, and an explanation for any such differences.

### **Monthly Sales Analysis**

In addition to the perpetual inventory, a sales analysis shall be performed monthly by the bookkeeper and the appropriate school official to determine if expected sales income has been deposited. The sales analysis records shall also be signed and dated by the appropriate school official and reviewed by the principal. The monthly sales analysis shall be attached to the perpetual inventory records.

For each item sold, sales records shall reflect the following:

1. Description of the item.
2. The retail price of the item.
3. The number of items sold during the month.
4. Expected gross sales for the month (number sold times retail unit price).
5. Actual gross sales deposited during the month.
6. Reconciliation of the difference (if any) between expected gross sales and actual gross sales deposited, and an explanation for any such differences.

## **CONCESSION SALES**

1. Concession sales at all student activities shall be approved by the principal. They may be operated by student groups, faculty groups, or by outside groups authorized by the principal.
2. If the concession stand is run by an internal organization (i.e.: class, club, or department), sales tax may be paid directly to a Florida vendor based upon the purchase price/invoice amount or directly to the Department of Revenue based upon the sales price.
3. An analysis of each item sold by the school must take place yearly.
4. The teacher/sponsor should complete a sales report when inventory items are sold. A new beginning inventory and sales report must be completed by the teacher/sponsor when the price of an item changes.

## **STUDENT FEES**

All student fees accumulated for the fiscal year must be collected for a specific purpose and expended for that purpose, on the students who generated the funds. All fee accounts must have a zero balance at the end of each fiscal year. Some of the most common fees include, but are not limited to:

1. Locker/Lock Fees
2. Parking Fees
3. Senior Fees
4. Lab Fees
5. Field Trip Fees
6. Athletic Fees
7. Rental Fees

## **STUDENT FINES**

Fines may be assessed when school property, equipment, or supplies are damaged, lost, or taken by a student. Some of the most common fines include, but are not limited to:

1. Lost or Damaged Textbooks
2. Fines for late, lost or damaged library items in Media Centers
3. Vandalism
4. Parking Violations

## **LOCKS/LOCKERS**

1. A Locker account will be maintained for fees/rentals collected for the use of school lock/lockers.
2. Sales tax must be paid to the State of Florida for rentals unless Sales Tax was paid to the vendor at the time of purchase.
3. If an excess balance accumulates greater than the need for replacements, a transfer may be made. Lock rentals may be transferred to the Miscellaneous General Account; gym lock/locker rentals to the Physical Education Department.

## **PUBLICATIONS/ADVERTISEMENTS**

The sponsor and principal must sign the contract for school newspapers, yearbooks, and other publications. The selling price of student body publications shall be set at a point consistent with sound business practices so that the maximum number of students may benefit from the publications. Sales should not be construed to be a fundraising activity.

Advertisements sold for yearbooks, athletic programs, or any other purpose must be paid in advance before being submitted for printing.

## **TRUST ACCOUNTS**

Funds collected for a specific, restricted purpose shall be accounted for in an Internal Accounts trust account. When the purpose of the trust fund has been accomplished or becomes inoperative, unused trust funds shall be returned to the person(s) from whom collected, if practicable. Donors may designate an alternative purpose. Donation forms must be maintained as documentation of the donors' intended use of funds.

## **ESTABLISHMENT OF SCHOLARSHIP FUNDS**

When groups or individuals wish to establish scholarship funds to the memory of a particular individual, a written request must be made to the Superintendent to include this account within the Internal Funds structure. The request should outline the following information:

1. Group or individual making request.
2. The person in whose memory scholarship will be established.
3. General criteria for the awarding of the scholarship.
4. Outline the composition of the selection committee.
5. Guidelines for any residual amounts left in the account.

Upon approval by the Superintendent, you should establish this account as a Trust Fund within the Internal Accounts funds. This will not be treated as an outside organization since control of the funds lies with the school and not with the originating group or individual.

Awards, other than scholarships, presented in the form of cash are prohibited. Checks awarded as scholarships are allowable, provided funds are payable to the educational institution of the student's choice. Checks that exceed \$5,000 shall be approved by the Superintendent before the award.

## **STAFF ACTIVITIES ACCOUNT**

The Staff Activities Account shall be funded by faculty and/or staff for purposes of expenditures including, but not limited to, flowers, gifts, and beginning or end of year parties for administrators, teachers, staff and volunteers. Funds collected must be deposited into the school's Internal Accounts and recorded in a Trust Fund.

## FINANCIAL DISCLOSURE

Section 112.3145 (1)(a)3, Florida Statutes requires that certain local officers file financial disclosure forms. Among the local officers who must file are purchasing agents having the authority to make purchases exceeding \$1,000. Section 112.312(20) Florida Statutes, defines a purchasing agent as "a public officer or employee having the authority to commit the expenditure of public funds through a contract for, or the purchase of, any goods, services, or interest in real property for an agency, as opposed to the authority to request or requisition a contract or purchase by another person." The principal of the school is within the definition of a purchasing agent and therefore must file financial disclosure forms.

As principal of the school, Form 1, "Statement of Financial Interests" must be filed by July 1 of each year. Even if you have delegated the purchasing responsibility to another school administrator, you must file for disclosure, not your designee, because the ultimate responsibility lies with the principal.

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## INTERNAL FUNDS DEFINITIONS

This chapter contains definitions of terms used in this guide and such additional terms as seem necessary to achieve common understandings concerning financial accounting procedures for internal funds. Internal funds are defined as all local school funds derived by any public school from all activities or sources. The glossary is arranged alphabetically with appropriate cross-referencing where necessary.

Some of the definitions shown are taken or adapted from the recommendations of the National Committee on Governmental Accounting. Others have been taken or adapted from Handbook I and Handbook II in the State Education Records and Reports Series.

**Account** - A record of financial transactions that are similar in terms of a given frame of references, such as purpose, objective, or source.

**Accounting Period** - A time for which financial statements are prepared. (i.e. July 1 - June 30)

**Accounts Payable** - Unpaid balances or invoices against an internal fund that is owed.

**Accounts Receivable** - Amounts owed to the internal fund.

**Accrual Basis** - Recording of revenues and expenditures at the time revenue is earned or at the time an expenditure results in a liability regardless of when the actual cash receipt or disbursement occurs.

**Asset** - Something of value that is owned.

**Assets, Current** - Cash and other assets readily converted into cash, such as accounts receivable, inventory, and some prepaid expenses.

**Assets, Fixed** - Land, buildings, machinery, furniture, and other equipment, which the school system intends to hold or continue in use over a long period. "Fixed" denotes the probability of intent to continue use or possession and does not indicate immobility of an asset.

**Audit** - An examination of records and documents by an auditor in the process of securing evidence for one or more of the following purposes: (a) determining the propriety of completed transactions, (b) ascertaining whether all transactions have been recorded, (c) determining whether transactions are accurately recorded in the accounts and the statements drawn from the accounts.

**Balance** - The difference between the total debits and the total credits of an account; the total of an account containing only debits or only credits.

**Bank Deposit** - The total amount of money taken in, recorded on receipts for a specified time, and deposited intact with a depository (bank).

**Capital Outlay** - An expenditure for land or existing buildings, improvement of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

**Cash** - Currency, checks, postal and express money orders, and bank deposits including certificates of deposit.

**Cash Basis** - The basis of accounting under which revenues are recorded only when received and only cash disbursements are recorded as expenditures.

**Cash Discount**- An allowance received or given if payment is completed within a stated period. The term is not to be confused with "trade discount".

**Change Fund** - An amount of money obtained by issuing a check to a designated individual to make the change for a specific event. No expenditures are to be made from these monies.

**Check**- A written order on a bank to pay on demand a specified sum of money to a named person, to his order, or bearer out of money on deposit to the credit of the maker. It is canceled when the bank has paid it and thus "cleared" and returned to the writer.

**Closing the Books** - The process of putting the account books in order at the end of a month, or a fiscal period, so that a trial balance and financial reports may be prepared.

**Commemorative Item** - Personalized articles such as class jewelry, announcements, caps, and gowns, yearbooks, cards and invitations, insignia, and school pictures.

**Commission** -A share of sale proceeds from any company or individual is given to the school in return for the sale, rental, or promotion of any items within the school.

**Concession** -The act of granting to an individual or group a right that resides with the school.

**Consumables** - items that are intended to be used up quickly and then replaced.

**Deficit**- The excess of the obligations of an account over its resources.

**Deposit in Transit** - A deposit which has been transmitted to the bank and recorded in the school ledgers but was not reflected on the monthly bank statement because it was not received before the bank prepared the statement. (also an Outstanding Deposit)

**Deposit, Property** - Money collected from students and held in a school account for future return at a designated time to cover losses or damages to school-owned supply and equipment items while being used by the students.

**Depositories** - Banks where schools conduct the business of depositing and withdrawing money.

**Disbursements** - Money paid out.

**Double Entry** - A system of bookkeeping that requires every entry made to the debit side of an account or accounts; an entry for the corresponding amount or amounts must be made to the credit side of another account or accounts.

**Dues** - A regular charge made to students for the privilege of being a member of a particular club or student body organization.



**Encumbrance** - A restriction of available money by the issuance of a purchase order.

**Equipment** - A material item of a non-expendable nature, such as a built-in facility, a moveable or fixed unit of furniture or furnishing, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period which is characteristic for items of its class.

**Expenditures** - Decreases in net financial resources. If accounts are kept on the accrual basis, this includes total charges incurred, whether paid or unpaid. On a cash basis, payments are termed disbursements.

**Expense, Travel** - Expenses incurred by students and sponsors of school activity in connection with travel related to the activity other than those expenses directly chargeable to student transportation.

**Fidelity Bond** - A bond guaranteeing the School Board against losses resulting from the dishonest actions of employees.

**Finance Clerk** - Person assigned responsibilities for internal accounts bookkeeping.

**Financial Statement** - A formal written presentation that sets forth information concerning the financial condition of the school's internal fund.

**Fiscal Period** - Any period at the end of which a school determines its financial condition and the results of its operations, and closes its books.

**Fiscal Year** - As it pertains to accounting and internal funds, July 1 through June 30.

**General Ledger** - A book, file, or other devices in which accounts are kept to the degree of detail necessary to summarize the financial transactions of the school. General ledger accounts may be kept for any group of items of receipts or expenditures on which an administrative officer wishes to maintain fiscal control.

**Gift** - Something of value received for which no repayment or special service to the contributor is expected.

**Grant** - Money received by a school activity for which no repayment is expected but for which certain conditions exist relative to the disbursement of funds.

**Inactive Account** - An account is considered inactive upon declaration of the principal when; (1) no financial transactions have occurred within one year and the need for the organization has passed; or (2) a class has graduated.

**Intact or Deposited Intact**- The practice in which money is presented to a bank or bookkeeper for the credit of the school's internal fund in the same form as received. This means that any receipt of funds in the form of cash will be deposited as cash. The cashing of a check from funds on hand would be a violation of this concept as would be the substitution of a check or cash.

**Internal Control** - A plan of an organization under which employee's duties are so arranged and records and procedures so designed, as to make it possible to exercise effective accounting control over assets, liabilities, revenues, and expenditures. For example, under such a system, work is subdivided so that no one employee performs a complete cycle of operations. The procedures to be followed are definitely laid down and such procedures call for proper authorizations by designated officials for all actions to be taken.

**Inventory**- The value of supplies and equipment on hand not yet distributed to requisitioning units.

**Inventory Record** - A detailed list or record showing quantities, descriptions, values, units of measure, and unit prices.

**Investments** - Temporarily idle funds placed in interest-earning accounts. (ex.: SBA)

**Invoice** - A vendor's notification of merchandise provided or services rendered to a purchaser with the quantity, prices, and charges stated. Other information customarily shown on the invoice is the customer's order number, order date, date of delivery or shipping, and terms of payment.

**Journal** - The accounting record in which financial transactions of the school are formally recorded for the first time.

**Liabilities** - Debt or other legal obligations arising out of transactions which are payable but not necessarily due. (Encumbrances are not liabilities, they become liabilities when the services or materials for which the encumbrance was established have been rendered or received.)

**Memoranda (Memo) Account** - An informal record of an internal fund transaction that cannot be recorded under the regular financial accounts but for which a record is desired. (I.e. encumbrances).

**Outstanding Check** - A check issued and recorded by the school that has not been presented to the bank for payment before issuance of the monthly bank statement.

**Outstanding Deposit** - Also a Deposit in Transit, is a deposit which has been transmitted to the bank and recorded in the school ledgers but was not reflected on the monthly bank statement because it was not received before the bank prepared the statement.

**Overdrawn** - A situation in which a check has been written for an amount above that on deposit. An overdraft is an amount by which withdrawals exceed the depositor's available balance.

**Perpetual Inventory** - An inventory system that is initiated by a physical inventory and perpetuated by the entry of receipts and withdrawals, thereby reflecting current balances on hand for each item.

**Petty Cash** - Cash paid out in small amounts for authorized expenditures. Petty cash may be used to reimburse persons or to make a direct purchase. (Petty cash funds must be authorized.) Payments must be evidenced by petty cash vouchers that are signed receipts that show the purpose, date, and amount.

**Posting** - The act of recording to an account in a ledger the detailed or summarized data contained in the documents of original entry.

**Pre-Numbered Documents** - Checks, receipt forms, tickets, and similar items which have been consecutively numbered and controlled before use.

**Prior Authorization** - A written approval granting the authority to enter into a contract, to obligate funds for a purchase, or to receive a benefit, before such action occurs.

**Purchase Order** - A document issued to a vendor authorizing the delivery of goods or services and implies the obligation of funds.

**Reconciliation of Bank Statement** - A statement of the details of the differences between the bank statement and the cash account record to show the agreement of the adjusted balances.

**Refund** - An amount paid back or credit allowed.

**Reimbursement** - Repayment of authorized expenditures made for or on behalf of the school's internal fund.

**Repairs, Minor** - The restoration to a usable condition of a given piece of equipment, building, or grounds. The cost of new construction, renovating, and remodeling are not included here but are considered capital outlay.

**Reports** - Written statements of information which are made by a person, unit, or organization for the use of some other person, unit, or organization.

**Requisition** - A written request, usually from one department to the purchasing officer or another department, for specified articles or services.

**Student Activities** - Direct and personal services for public school students, such as interscholastic athletics, entertainment, publications, clubs, band, or orchestra, that are managed or operated by students under the guidance and direction of authorized adults, and are not part of the regular instructional program.

**Student Organization** - Any group of students organized on campus into a single body to pursue common goals and objectives. This includes the various types of student clubs and class organizations which, with the proper approval by school authorities, are managed and operated by students under the direction or supervision of authorized adults.

**Subsidiary Ledger** - A record of the financial transactions of a given activity showing the receipts, expenditures, transfers, adjustments, and balances for the activity's account.

**Supply** - An item of an expendable nature that is consumed, worn-out, or deteriorated in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

**Supporting Documentation** - Evidence attesting to the authenticity, accuracy, and authority of a financial transaction.

**Surety Bond** - A written promise to pay damages or to indemnify against losses caused by the party or parties named in the document, through non-performance or defalcation. For example, a surety bond may be required of a contractor or by official handling cash or securities.

**Trade Discount** - An allowance made to those engaged in certain businesses and allowable irrespective of the time when the account is paid. The term should not be confused with a "cash discount".

**Transfer** - Money is taken from one account and added to another account. Transfers are not receipts or expenditures.

**Trust and Agency Funds** - Funds used to account for money and property held by a governmental unit in the capacity of trustee, custodian, or agent.

**Voided Check** - A check that has been declared void. A check on which an error has been made in writing, such as an incorrect amount, signature, or a discrepancy in the information included. The check is made void by mutilating the signature space and the check is retained.

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# APPENDIX

## FORMS

This section contains forms for use in the Clay County District Schools Internal Accounts accounting system. These forms may be freely reproduced on an as-needed basis.

- Exhibit 1. Bookkeeper's Back up Support (page 8)
- Exhibit 2. Donation Form (page 14)
- Exhibit 3. Budget Report for Clubs, Classes and Departments (page 16)
- Exhibit 4. Award of Scholarship (page 53 and 57)
- Exhibit 5. Report of Monies Collected – sample/instructions (page 20)
- Exhibit 6. Student Activity Receipts - samples (page 21)
- Exhibit 7. Student Activity Receipt Book Log (page 21)
- Exhibit 8. Internal Accounts Purchase Order Form (page 26)
- Exhibit 9. Refund Request (page 28)
- Exhibit 10. Refund Log for Multiple Cash Refunds (page 28)
- Exhibit 11. Reimbursements (page 28 – instructions)
- Exhibit 12. Samples of Cash Receipts (page 28)
- Exhibit 13. Travel Reimbursement Checklist (page 40)
- Exhibit 14. Fundraiser Application and Financial Recap – 2 part front & back (page 34)
- Exhibit 15. Ticket Disbursement Log (page 35)
- Exhibit 16. Report of Tickets Sold (page 36)
- Exhibit 17. Master Ticket Inventory Log (page 37)
- Exhibit 18. Change Fund Log (page 37)
- Exhibit 19. Journal Entry Form (page 47)
- Exhibit 20. Journal Entry – Online Credit Card Sales (page 47)
- Exhibit 21. Journal Entry – Refund Online Credit Card (page 47)
- Exhibit 22. Transfer Form (page 47)
- Exhibit 23. NSF Check Log (page 46)
- Exhibit 24. Unclaimed Property Letter (page 28)
- Exhibit 25. W-9 Blank (page 48)
- Exhibit 26. Yearbook Report – 2 part front & back (page 53)
- Exhibit 27. Authorization to Incur Travel (page 40)

## Bookkeeper's Back-up Support

School Name \_\_\_\_\_ School/Center # \_\_\_\_\_

Every school must have a backup for times when the bookkeeper is off campus. Please complete this form and return to Internal Accounts Coordinator.

Bookkeeper's Name: \_\_\_\_\_

Bookkeeper's phone #: \_\_\_\_\_

When bookkeeper is off campus who the back-up that will assist in deposits?

Name of Bookkeeper's Back-up: \_\_\_\_\_

Position in the school: \_\_\_\_\_

Back-up's Phone Number: \_\_\_\_\_

Approved by:

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date of Approval

# Donation

Offer/Acceptance/Acknowledgement Offer Details

Complete Form and attach to Report of Monies Collected for all Donations.

School: \_\_\_\_\_ School # \_\_\_\_\_

Donor's Name: \_\_\_\_\_ Amount of Donation: \_\_\_\_\_

Account Name receiving Donations: \_\_\_\_\_ Date: \_\_\_\_\_

Donation Description and how donation will be used: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Sponsor Signature Date

If Technology is included has this been approved by the District's IT Department? Yes ( ) No ( )

## Offer Review & Acceptance

Money, Gifts, Supplies or Equipment with a value of \$3000.00 or less.

Money, Gifts, Supplies or Equipment with a value of \$3001.00 - \$9,999.00

Money, Gifts, Supplies or Equipment with a value of \$10,000 or more

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Asst. Superintendent Of Business Affairs Date

\_\_\_\_\_  
Asst. Superintendent Of Business Affairs Date

\_\_\_\_\_  
School Board Representative Date

\*\*\*Once approved by Asst. Superintendent of Business Affairs, B.A.D. will CC the Superintendent. \*\*\*

Exhibit 2

School's Name \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Account #: \_\_\_\_\_

Budget for SY \_\_\_\_\_

Receipts (Income)	
Description	Amount
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
<b>Subtotal</b>	\$

Subtotal \$ \_\_\_\_\_

Carryover Balance from Prior Year \$ \_\_\_\_\_  
 (ADD) Receipts (Income) + \_\_\_\_\_  
 Subtotal \$ \_\_\_\_\_  
 (Subtract) Disbursements (Expenses) - \_\_\_\_\_  
 Estimate Balance For June 30, \_\_\_\_\_: \$ \_\_\_\_\_

\*\*\*Completed form must be on file prior to processing funds for your account.\*\*\*

\*\*\*Any items purchased that Students or Parents keep - must pay the vendor sales tax.\*\*\*

Disbursements (Expenses)	
Description	Amount
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
<b>Subtotal</b>	\$

Subtotal \$ \_\_\_\_\_

Prepared by: \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Complete and return to Bookkeeper by September 30, \_\_\_\_\_



# Award of Scholarship

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State, Zip

\_\_\_\_\_  
Originate By - Print Name

\_\_\_\_\_  
Account Name & Number

\_\_\_\_\_  
Date Of Request

## University or School Information:

\_\_\_\_\_  
Name of University

\_\_\_\_\_  
University's Address

\_\_\_\_\_  
City, State, Zip

\_\_\_\_\_  
University's Phone Number

\_\_\_\_\_  
University's Fax Number

\_\_\_\_\_  
Purpose/Reason For Scholarship

## Student Information:

\_\_\_\_\_  
Name Of Student

\_\_\_\_\_  
Student's Address

\_\_\_\_\_  
Student's Date of Birth

\_\_\_\_\_  
Disbursement of Funds (Summer, Fall or Spring)

\_\_\_\_\_  
Student's Phone Number

\_\_\_\_\_  
City, State, Zip

\_\_\_\_\_  
Student's College ID Number

\$ \_\_\_\_\_  
Scholarship Amount

\*\*\*\*\*

### CHECK INFO

\_\_\_\_\_  
/ /  
Check Date

\_\_\_\_\_  
Check Number

\$ \_\_\_\_\_  
Check Amount

\_\_\_\_\_  
Teacher/Sponsor Email Address

\_\_\_\_\_  
Teacher's Phone #

\_\_\_\_\_  
Teacher/Sponsor/Signature

\_\_\_\_\_  
Principal/Designee Signature

\_\_\_\_\_  
Date

**REPORT OF MONIES COLLECTED** FR # **# 1**

**# 2** Ex: 5th Grade Class 3105

Account Name & Number

**# 3** Ex: Zoo Field Trip

Purpose of Collection

**# 1** Fundraising #

**# 2** Account Name and Number

**# 3** Purpose of Collection/ only one purpose per ROMC.  
 Example: Red Spirit Shirts

TRANSMIT HEREWITH MONIES, OBTAINED FROM SOURCES BELOW FOR DEPOSIT

SOURCE (if from students, list names separately or attach list)		# 4	# 5
1			
2	Example: Bobby Smith 136245		5 00
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
<b>TOTAL FOR DEPOSIT</b>		<b># 6</b>	<b>5 00</b>

**# 4** List each student's name & receipt # must match receipt book.

**# 5** Amount Received columns dollar and cents. \$0.00  
 Must match receipt book

**\*\*Per Auditors: Any erroneous information must be invalidated by the originator of the entry by lining through such information, entering the correct information above or below the error and initialing and dating the correction**

**# 6** Total Deposit must be complete & match receipt totals.

I hereby certify that the above funds are all received by me for deposit.

**# 7**

SIGNED (Sponsor or Teacher)

**# 7**

Date Collected by sponsor or teacher

**# 8**

SIGNED (Bookkeeper or Principal)

**# 8**

Date received

**# 9**

Computer Receipt Number

**# 7** Person who signed receipts must also sign ROMC. Person collected monies must date receipt & date must match student receipts.

**# 8** Bookkeeper signs & date when monies are received.

**# 9** Official Receipt Number, give yellow ROMC back to sponsor.

### Receipts ordered from CCSD (Example)

- # 1 Date the receipt was issued
- # 2 Parent's Name with student in ( )
- # 3 Purpose of Collection - ex. Zoo Ft, Dues, Name of fundraiser, etc.
- # 4 Alpha Amount of Check - Twenty five 00/100
- # 5 Numeric Amount of Check - \$25.00
- # 6 Sponsor/Teacher/Coach Signature (must be legible)

<i>Your School Name</i>	School	2008851
#1 - Date collected <u>7/1</u> 20 <u>  </u> 20 <u>  </u>		
Received From: # 2 Parent's Name with Student in ( ) <u>Jane Smith (Billy)</u>		
For: # 3 Purpose of Collection - ex. Zoo Ft, Dues, Name of fundraiser, etc.		
# 4 Alpha Amount of Check - <u>Twenty five 00/100</u>		
\$ # 5 <u>\$25.00</u>	#6 Sponsor/Teacher/Coach Signature (must be legible)	
	TEACHER	

### Receipts ordered fro Office Depot (Example)

- #1 Date the receipt was issued
- #2 Parent's Name with student in ( )
- #3 Numeric Amount of Check - \$25.00
- #4 Alpha Amount of Check - Twenty five 00/100
- #5 Purpose of Collection - ex. Zoo Ft, Dues, Name of fundraiser, etc.
- #6 Select Cash, Check, Money. Credit Card would never be an option
- #7 Sponsor/Teacher/Coach Signature (must be legible)

<b>RECEIPT</b>	Date #1 _____	No. 117551
RECEIVED FROM: # 2 Parent's Name with Student in ( ) <u>Jane Smith (Billy)</u>		
\$ #3 <u>\$25.00</u>		
# 4 Alpha Amount of Check - <u>Twenty five 00/100</u>		
<input type="radio"/> FOR RENT <input checked="" type="radio"/> FOR # 5 Purpose of Collection - ex. Zoo Ft, Dues, Name of fundraiser, etc.		
ACCOUNT		
PAYMENT		
BAL DUE		
#6		
<input type="radio"/> CASH <input type="radio"/> CHECK <input type="radio"/> MONEY ORDER <input type="radio"/> CREDIT CARD		FROM <u>Leave Blank</u> TO <u>Leave Blank</u>  BY #7 Sponsor/Teacher/Coach Signature (must be legible)

Student Activity Receipt Book Log

SY: \_\_\_\_\_

School Name: \_\_\_\_\_

Book #	Receipts Issued		Club/Class, Etc.	Date Issued	Signature	Unused Receipts		Date Rec'd	(X) If Reissued	Received By
	From	To				From	To			

# SCHOOL DISTRICT OF CLAY COUNTY

Purchase Order Internal Accounts  
 FL Sales Tax Exemption Cert. # 85-8013573611C-8

Originated By: \_\_\_\_\_  
Teacher/Sponsor Signature

\_\_\_\_\_  
 (School Name)

\_\_\_\_\_  
 (Street Address)

\_\_\_\_\_  
 Account Name and Account #

\_\_\_\_\_  
 Date Of Request

\_\_\_\_\_  
 (City - State - Zip Code)

\_\_\_\_\_  
 Purpose

Approved: \_\_\_\_\_  
Principal or Designee Signature

Date Approved: \_\_\_\_\_

OFFICE USE:		
_____ Purchase Order #	_____ Date Entered	
_____ Check #	_____ Check Amount	_____ Date

<b>VENDOR INFO</b>
Name of Vendor
Address
City, State Zip
Contact Name
Contact Phone # or Fax #

Item #	Description of Items	QTY	Unit Cost	Total

Special Notes or Instructions:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Sub-Total	
Shipping	
Sales Tax	
<b>TOTAL</b>	

# Refund Request

Clay County School District Internal Accounts

Today's Date:

Originate By - Print Name

Account #

Account Name

Please make check payable to:

(check should be issue to parent/guardian for whom the funds were received from)

(Full Address)

Phone #:

Reason For Refund:

\*\*\*Attached to this request should be copy of yellow Reports of Monies collected (legible), copy of cash receipt if applicable\*\*\*

Receipt #

\$

Refund Amount

Date of Receipt

Teacher/Sponsor/Signature

\*\*\*\*\*Do not write below this line\*\*\*\*\*

\$

Check Amount

/ /  
Check Date

Check Number

Principal/ Signature

## Refund Log for Multiple Cash Refunds

In the event of multiple refunds, (10 or more), and if the individual amount to be refunded to each student is \$5.00 or less for elementary schools or \$10.00 or less for secondary schools; The teacher/sponsor shall cash the Internal Accounts check provided by the bookkeeper and disburse the funds to each eligible student. The student's signature shall be secured along with the date and amount of refund on this refund log sheet. This procedure may be used at the elementary level with prior parent notification. All non-distributed cash will be redeposited to the account from which the check was written.

Name of Student	Prior Parent notification	Amount of Refund	Date of Refund	Signature of student

Check # issued: \_\_\_\_\_ Check Date: \_\_\_\_\_ Amount of Check: \$ \_\_\_\_\_

\_\_\_\_\_  
Sponsor/Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

## Reimbursements

1. If there is a School Credit Card for a vendor, the card should be used instead of reimbursement (example: Publix, Sam's, Winn Dixie)
2. Must follow Purchase Order's directions reflecting the dates that monies will be spent.
3. All approvals must be in writing prior to any funds being spent (paperwork completed and submitted with Principal's approval)
4. To be reimbursed, there must be an itemized receipt listing the items that were purchased. (see attached example of itemized receipt)
5. An itemized receipt is the only documentation you need to reimburse, you do not need their personal credit card statement or bank statement.
6. Personal purchases should not be mixed with school/business purchases on the same receipt.
7. Receipts for reimbursement must be submitted for payment within one week of the purchase. (dates reflected on PO or check requisition)
8. Make sure you are reimbursing an individual for purchases that were not purchased with a school's credit card.
9. The date on the receipt must be later than the approval date on the purchase order or check requisition.
10. Please tell the person being reimbursed to only have items on the receipt that are for the school. The receipt should not be mixed with personal and business items.
11. Sales taxes cannot be reimbursed to individuals, even if they are doing school business. Please see attached tax exempt form.
12. Encourage teachers to use vendors and remind them that they will not be reimbursed for sales tax.



Below is an example of an itemized, auditable credit card receipt that will provide adequate documentation of proof of purchase.

The receipt on the left is an example of an itemized receipt identifying the place of purchase, date, each item purchased, tax exempt status (no tax) and total.

The receipt on the right is NOT an itemized receipt and cannot be accepted as the lone proof of purchase. However, along with the receipt on the left it adds auditable evidence of the amount of a tip that was given. TIP: Both receipts would need to be turned in together.

Cap's Express  
525 SR16  
St. Augustine FL  
(904) 679 - 3357

10052 Lisa

Check: 1187                      Guests: 1  
Table: 9-1                      pick up @ 11am  
11/04/2015 09:42AM

-----

* * * TO GO * * *	
1 CHICKEN WALDORF	9.00
PITA	
KETTLE CHIPS	
1 GARLIC GYRO	9.00
PITA	
KETTLE CHIPS	
1 GARLIC GYRO	9.00
PITA	
PASTA SALAD	
1 CHICKEN WALDORF	9.00
PITA	
COLE SLAW	
1 HOT DELT SAND	9.00
WHEAT	
TURKEY	
TURKEY	
CHEESE	
MUSTARD	
KETTLE CHIPS	
1 CHICKEN SALAD	9.00
1 CHICKEN WALDORF	9.00
PITA	
PASTA SALAD	
 SUBTOTAL	 63.00
Tax	0.00
<b>TOTAL DUE</b>	<b>\$63.00</b>

Thank you!  
Please come see us again.

Cap's Express  
525 SR16  
St. Augustine FL  
(904) 679 - 3357

Date: 11/04/2015 09:57AM

\*Card Type: Master Card  
Acct Num: \*\*\*\*\*  
Exp Date: \*\*/\*\*  
Card Entry: KEYED  
Trans Type: PURCHASE  
Auth Code: 88545F  
Check: 1187  
Table: 9-1  
Check Name: pick up @ 11am  
Server: 10052 Lisa  
Txn ID: 0492680960

Amount: \$63.00

Tip 5.00

Total 68.00

Signature \_\_\_\_\_

Please sign and total 1 copy.  
Please visit again soon!

Exhibit 12

## Travel Reimbursement Checklist

The following items **MUST** be included with the "Authorization to Incur Travel" form or it will be returned and result in a delay of payment.

- Hotel Receipt and copy of payment method (if a hotel room is shared by attendees – each person should have a copy of the hotel receipt included in their reimbursement paperwork).
- Conference registration receipt, if applicable, and copy of payment method
- Conference agenda
- Receipts for parking, tolls – if applicable
- Map showing mileage to and from destination

**School District of Clay County  
Internal Accounts**

Fundraiser Application and Financial Recap (Recap should be completed 30 days after final sale)

A. Request for Pre-Approval of Fundraiser

FR #: \_\_\_\_\_

School: _____		Account Name: _____		Account # _____	
Name of Fundraiser: _____			Name of Sponsor: _____		
For what purpose (s) will the proceeds be used? _____					
Name of Vendor: _____		What is being sold? _____			
What is the agreed amount from Vendor? _____ <small>(example: % of sales, half of sales)</small>					
Item Price (s) _____		X (Times) Estimated Number of Items to be Sold: _____			
Will an admission be charged?		<input type="checkbox"/> Yes <input type="checkbox"/> No		Ticket Price \$ _____ X _____ <small>Estimated # of Tickets</small>	
A. Estimated Revenues: \$ _____ Item/ticket price X Estimated # to be sold = Estimated Revenue. <small>minus (-)</small>					
B. Estimated Expenses \$ _____ What is owed to the Vendor or expenses of fundraiser <small>Equals (=)</small>					
C. Estimated Profit \$ _____ Estimated Revenues less Estimated Expenses = Estimated Profit: <small>A - B = C</small>					
Beginning: _____		Beginning Sale Date _____		Ending: _____	
Ending Sale Date _____		Class, Club or Athletic Sponsor: _____		(Signature) _____	
Date _____		Secretary/Bookkeeper: _____		(Signature) _____	
Date _____		Principal's Pre - Approval: _____		(Signature) _____	
Date _____					

**B. Accounting Summary of Fundraiser**

Total Actual Revenue Received (Attach Report of Items or Tickets Sold):	1.	\$ _____
Total Cost of Goods Sold (your cost for items sold):	2.	\$ _____
Other Expenses (decorations, supplies, etc.):	3.	\$ _____
<u>Revenue</u> should total all Reports or Monies Collected & Credit Card Sales.	4. Total Expenditures:	\$ _____ <small>Line 2 (+) plus line 3</small>
<u>Expenses</u> should total all Purchase Orders.	Net Profit (Less):	\$ _____ <small>Line 1 (-) less line 4</small>

**C. Final Approval of Reconciliation**

I hereby certify that the above accounting information is complete and accurate:

Class, Club or Athletic Sponsor: _____	(Signature) _____	Date _____
Secretary/Bookkeeper: _____	(Signature) _____	Date _____
Principal: _____	(Signature) _____	Date _____

\*\*\*\*The Back of this Form must be completed\*\*\*\*

**School District of Clay County**  
Fund Raising Checklist

**Prior to Event**

- I am familiar with the school's and the Board's Policy regarding the sale of merchandise at school.
- If Food/Beverage is being sold 5.08 Food & Nutrition Service Board Policy C.6 must be followed.
- I received Food/Beverage Memo from the bookkeeper.
- No door to door sales will be involved in this fund raiser.
- If it is a school event, complete Section A of the Fund Raiser Activity Form.
  - Return signed form to the school secretary/bookkeeper.
  - File original form in the bookkeeper's office.
- I accept responsibility for the sales tax collection, cash collection involved with the completion of Financial Recap of this Fundraiser.
- All disbursements must be made by an internal fund check.
- Determine if unused/unsold merchandise may be returned to vendor for credit.
- Get a documented beginning inventory count.

**During Event**

Club, Class or athletic sponsor is responsible for following CCSD procedures regarding: fund raising, cash receipting, documentations of transactions, inventory control, safeguarding assets, tickets ,reconciliations, etc. (See attached sections from School Internal Accounts Handbook.)

**After Event • Reconciling**

- Upon completion of fund raiser, a complete reconciliation must be documented.
  - Inventory remaining goods.
  - Reconcile expected sales (based on inventory count) to actual sales (cash deposited)
  - Reconcile actual revenue to receipts/sales log.
  - Complete a profit/loss statement.
- Sponsor submits all completed fund raiser forms to bookkeeper. (Part B of Fund Raising Activity Forms MUST be completed.)
  - Forms are reviewed for accuracy.
  - Any discrepancies are resolved.
- Complete section C of the Fund Raising Activity Forms.
- File original documents in the school office for audit purposes.

Sponsor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## TICKET DISBURSMENT LOG (Control Sheet)

SCHOOL \_\_\_\_\_ YEAR \_\_\_\_\_

BEGINNING NUMBER	ENDING NUMBER
# of Tickets	# of Tickets

TICKET COLOR: \_\_\_\_\_

USE A SEPARATE SHEET PER ROLL

DATE USED	EVENT	PRICE EACH \$	NUMBERS SOLD		QUANTITY SOLD	TOTAL SALES \$	OFFICAL RECEIPT #
			FIRST	LAST			

This form should be update immediately after each ticketed event where tickets are sold from the listed roll. A copy of this document should be filed in your year-end records. A new sheet should be started to the next year reflecting a continuation of the number sequence for each roll.

BOOKKEEPER: \_\_\_\_\_  
To be signed when roll is completed. Keep on file for audit.

Exhibit 15

## Report of Tickets Sold / Admissions Collected

Nature of Event: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Opponent (if any): \_\_\_\_\_

+++++

Ticket Color: \_\_\_\_\_ Ticket Color: \_\_\_\_\_

ADULT

STUDENT

Ticket Numbers Issued: \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_

Total Tickets Issued: \_\_\_\_\_

Ticket Numbers Sold: \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_

Total Tickets Sold: \_\_\_\_\_

Total Numbers Rt: \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_

Total Tickets Rt: \_\_\_\_\_

+++++

**SUMMARY OF TICKETS SOLD:**

Adult Tickets: \_\_\_\_\_ @ \$ \_\_\_\_\_ \* = \$ \_\_\_\_\_

Student Tickets: \_\_\_\_\_ @ \$ \_\_\_\_\_ \* = \$ \_\_\_\_\_

Total Tickets Sold: \$ \_\_\_\_\_

Total Cash Remitted: \$ \_\_\_\_\_

Cash Over / (Under): \$ \_\_\_\_\_

Price Includes / Does Not Include Sales Tax (Cross Out One) N/A \_\_\_\_\_

I hereby certify that this report is true and accurately represents the cash transmitted and tickets returned as indicated.

\_\_\_\_\_  
Ticket Seller

\_\_\_\_\_  
Director/Sponsor/Treasurer

Date Report received by School Bookkeeper: \_\_\_\_\_

Entered on Official Receipt #: \_\_\_\_\_

# MASTER TICKET INVENTORY LOG SHEET

## CLAY COUNTY SCHOOLS

SCHOOL: \_\_\_\_\_

On hand as of: \_\_\_\_\_  
Date

### Ticket/Wrist Band Inventory

List all tickets currently in inventory and all tickets purchased for use for school activities.

This Log should be kept up to date & available (with individual log sheets) for audit any time during the year.

Red Book Chapter 7, Section III - Standards, Practices, and Procedures:1.4 Cash collections and Deposits (f) "All checks, receipt forms and tickets shall be pre-numbered and perpetual inventories of each shall be maintained. Inventories shall show the beginning and ending numbers of all documents acquired and issued. In all cases where tickets are used, ticket reports and unsold tickets must be available for audit."

CODE: PFY - Prior Fiscal Year Inventory carried forward or NR - New Roll

DATE IN STOCK	TICKET COLOR	BEGINNING #	ENDING #	Quantity	CODE	Comment
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

\_\_\_\_\_  
Bookkeeper/Ticket Inventory Supervisor Signature

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**CHANGE FUND LOG**

DATE	FUNCTION/EVENT	USER SIGNATURE	AMOUNT OUT	AMOUNT IN	BALANCE	BOOKKEEPER SIGNATURE

DRAFT



## Journal Entry Form

Journal Entry # \_\_\_\_\_

EFFECTIVE DATE: \_\_\_\_\_

(Use current month, do not post on month that has been closed & reconciled)

DESCRIPTION: \_\_\_\_\_

Account Name	Account #	Debit	Credit
Total			

Completed By: \_\_\_\_\_  
Bookkeeper's Signature

Date: \_\_\_\_\_

Approved By: \_\_\_\_\_  
Principal's Signature

Date: \_\_\_\_\_

# Journal Entry Form for Credit Cards Sales - On Line

Journal Entry # \_\_\_\_\_

EFFECTIVE DATE: \_\_\_\_\_

(Use current month, do not post on month that has been closed & reconciled)

DESCRIPTION: Credit Cards Sales - On Line

This form can only be used for daily sales for one day. You can attached copy of report, put See A/L in the body of this report. The JA report must show total, JE#, Dates and Signatures.

Entered into EPES using GL account Checking's - 992

Use (I) for Income

Account Name	Account #	Object Code #	Credit
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$

**Total of Sales** \$                     

Completed By: \_\_\_\_\_  
Bookkeeper's Signature

Date: \_\_\_\_\_

Approved By: \_\_\_\_\_  
Principal's Signature

Date: \_\_\_\_\_

## Journal Entry Form Refund for Credit Cards Sales - On Line

Journal Entry # \_\_\_\_\_

EFFECTIVE DATE: \_\_\_\_\_

(Use current month, do not post on month that has been closed & reconciled)

DESCRIPTION: Refund for Credit Cards Sales - On Line

This form is for daily debits for Refunds. A receipt with receipt #, reason for refund, teacher's signature must be attached to this form.  
Refunds cannot be completed without teacher/sponsor/coach permission.

Entered into EPES using GL account Checking's - 992 Use (E) for Expense

Account Name	Account #	Object Code #	Name on Refund	Receipt #	Reason	Debit Amount
						\$
						\$
						\$
						\$
						\$
						\$
						\$
						\$
						\$
						\$
						\$
						\$
						\$
						\$

Total of Refunds \$ \_\_\_\_\_

Completed By: \_\_\_\_\_  
Bookkeeper's Signature

Date: \_\_\_\_\_

Approved By: \_\_\_\_\_  
Principal's Signature

Date: \_\_\_\_\_

**SCHOOL DISTRICT OF CLAY COUNTY  
TRANSFER REQUEST  
INTERNAL FUNDS**

No. T- \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Transfer from the \_\_\_\_\_ Fund per \_\_\_\_\_  
(Sponsor's signature as authorization)

Transfer to the \_\_\_\_\_ Fund per \_\_\_\_\_  
(Sponsor's signature as authorization)

Amount to be transferred: \$ \_\_\_\_\_ \*Reason for transfer: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Principal's Signature

Original: Bookkeeper

Copy 1: Sponsor

Copy 2: Sponsor

BAD-1-3023 E. 04/07/2012

**SCHOOL DISTRICT OF CLAY COUNTY  
TRANSFER REQUEST  
INTERNAL FUNDS**

No. T- \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Transfer from the \_\_\_\_\_ Fund per \_\_\_\_\_  
(Sponsor's signature as authorization)

Transfer to the \_\_\_\_\_ Fund per \_\_\_\_\_  
(Sponsor's signature as authorization)

Amount to be transferred: \$ \_\_\_\_\_ \*Reason for transfer: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Principal's Signature

Original: Bookkeeper

Copy 1: Sponsor

Copy 2: Sponsor

BAD-1-3023 E. 04/07/2012

# NSF Log

School Name: \_\_\_\_\_

Check #	Date	Name	Return Date	Reason Rtn	Amount	Acct #	Reason Fund Collected	Date Re-Dep	Rec #	Comments

Change to your letterhead of address  
School Name  
School address  
City, State, Zip Code  
Your phone #

DATE

Vendor/Name  
Address  
City, State, Zip Code

Our records indicate a check issued to you is still outstanding.

Check # \_\_\_\_\_ Amount: \_\_\_\_\_ Dated \_\_\_\_\_

Please select one of the following options with your signature and date:

- (A) \_\_\_\_\_ I have cashed this check and do not need a replacement check.
- (B) \_\_\_\_\_ I would like you to issue a replacement check and have agreed to the terms stated below.
- (C) \_\_\_\_\_ My Company shows no outstanding liability for your school. Please cancel the check or accept the balance as a donation.

"This is to certify that the above-listed check has not been received or endorsed by me. In consideration of the issuance of a duplicate, I agree to reimburse \_\_\_\_\_ if the original is presented with my endorsement and is paid." School Name

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

If this letter is not returned by \_\_\_\_\_, we will presume the funds abandoned. Sections 717.113 and 717.115, of Florida Statutes, states that all intangible property and unpaid wages that have remained unclaimed by the owner for more than one year after it becomes payable and distributable is presumed abandoned. Further, Section 717.117 and 717.119, Florida Statutes, requires property presumed abandoned be reported and delivered to the Florida Department of Banking and Finance, at which time you may lose your rights to file a claim for nonpayment.

When returning this letter, please send it to the attention of \_\_\_\_\_ - Bookkeeper. If you have any questions, call (904) \_\_\_\_\_

Sincerely,

*Principal*

Exhibit 24

## Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return)	
	Business name/disregarded entity name, if different from above	
	Check appropriate box for federal tax classification: <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate  <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶	
	<input type="checkbox"/> Other (see instructions) ▶	
	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
City, state, and ZIP code		
List account number(s) here (optional)		

### Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

**Note.** If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number					
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black; height: 20px;"></td> <td style="width: 5%; text-align: center;">-</td> <td style="width: 25%; border: 1px solid black; height: 20px;"></td> <td style="width: 5%; text-align: center;">-</td> <td style="width: 40%; border: 1px solid black; height: 20px;"></td> </tr> </table>		-		-	
	-		-		
Employer identification number					
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black; height: 20px;"></td> <td style="width: 5%; text-align: center;">-</td> <td style="width: 70%; border: 1px solid black; height: 20px;"></td> </tr> </table>		-			
	-				

### Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶
------------------	----------------------------	--------

### General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

#### Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

**Note.** If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

**Definition of a U.S. person.** For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

**Special rules for partnerships.** Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

Clay County School District  
Yearbook Reconciliation

School: \_\_\_\_\_

Date Prepared: \_\_\_\_\_

As of Date: \_\_\_\_\_

**\*\*Only fill in the gray highlighted sections\*\***

**Vendor Invoice Details**

	Price	Quantity		Total
Number of yearbooks ordered			\$	-
Miscellaneous charges				-
Shipping/Handling				-
Excess of original order	\$			-
Discount	(enter as a negative number)			-
<b>Total Due</b>			\$	-
Online Sales Credit (purchases made directly online)		(enter as a negative number)		-
Misc. Credit (invoice credits for items returned to vendor DO NOT include refund checks from vendor)				-
<b>Adjusted Total Due</b>			\$	-

**Payments to Vendor**

	Date Paid	Check #
Initial Deposit		
Second Installment		
Third Installment		
<b>Total Paid from Internal Accounts to Vendor</b>		\$ -
<b>Total Still Due to Vendor</b> (should be zero)		\$ -

If not zero, explain reason for outstanding balance to vendor

**Sales - recorded in EPES**

	Price (each)	Quantity		Total
Price #1			\$	-
Price #2				-
Price #3				-
Price #4				-
Price #5	\$			-
Price #6				-
Price #7				-
All add-ons				-
<b>Total Sales</b>			\$	-

**Sales - recorded online**

	Quantity	Total
<b>Total Online Sales</b>		\$ -



Clay County School District  
Yearbook Reconciliation

School:

Date Prepared:

As of Date:




Only fill in the gray highlighted sections

**Results**

	Price (each)	Quantity	Total
Total EPES Sales (from above)			\$ -
Refund Checks from Vendor (for yearbooks returned)	\$ -	-	-
Total Advertisement Revenue (recorded in yearbook account)			-
Total Advertisement Revenue (recorded in other account)			-
Total paid from EPES to Vendor (from above)			-
<b>Total</b>			<u><u>\$ -</u></u>

(Should be zero. If greater than zero, please provide explanation.)

\*\*\*see note below\*\*\*

**Summary**

Yearbooks Ordered From Vendor	-
Yearbooks Sold	-
Yearbooks Donated (attach a list of names)	-
Yearbooks Returned to Vendor (credit received in form of refund check)	-
Yearbooks Returned to Vendor (credit received on invoice)	-
<b>Total Yearbooks Currently on Hand</b> (perform physical inventory count)	<u><u>-</u></u>

Location of Yearbooks on Hand:

**EPES Yearbook Account Reconciliation**

\*\*Be sure ANY & ALL activity that flowed through EPES Yearbook Fund during the current fiscal year is included in this section\*\*

Beginning Balance	-
Ending Balance	-
<b>Net Activity for Current Year</b>	<u><u>\$ -</u></u>
Other Receipts Posted to Yearbook Account	-
Other Disbursements Posted to Yearbook Account (enter as a negative number)	-
<b>Total Other Activity in Yearbook Account</b>	<u><u>\$ -</u></u>
Advertising Revenue (recorded in another account)	\$ -
<b>Total</b>	<u><u>\$ -</u></u>
(Should be zero. If greater than zero, please provide explanation.)	
<b>Out of Balance Amount</b> (this MUST be zero)	\$ -

Exhibit 26

PART 1

SCHOOL DISTRICT OF CLAY COUNTY  
 AUTHORIZATION TO INCUR TRAVEL

(Part 1 is to be completed prior to departure.)

COPY OF REGISTRATION FORM AND AGENDA/PROGRAM SHOWING DATES, TIME, LOCATION,  
 REGISTRATION FEES AND ANY MEALS OR LODGING INFORMATION MUST BE ATTACHED.

Name \_\_\_\_\_ Date: \_\_\_\_\_

School/Department: \_\_\_\_\_ Position: \_\_\_\_\_

Conference Title and Location: \_\_\_\_\_

Estimated Cost Information: Departure Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_ Return Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

Number of Meals: # \_\_\_\_\_ Breakfast # \_\_\_\_\_ Lunch # \_\_\_\_\_ Dinner Meal Cost \$ \_\_\_\_\_

Hotel OR Per Diem \$ \_\_\_\_\_ Registration Fee \$ \_\_\_\_\_ Transportation Cost \$ \_\_\_\_\_

Incidental Expenses \$ \_\_\_\_\_ (Specify: \_\_\_\_\_) = TOTAL COST \$ \_\_\_\_\_

Signature of Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Immediate Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Cost Center Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 (If different than Immediate Supervisor)

PART 2

VENDOR# \_\_\_\_\_

OUT-OF-COUNTY TRAVEL VOUCHER FOR REIMBURSEMENT FOR TRAVEL EXPENSES

(Part 2 is to be completed upon completion of travel.)

IF ANY EXPENSES WERE PAID BY PURCHASE ORDER, ATTACH A COPY TO THIS FORM. ATTACH COPIES OF ALL RECEIPTS/VERIFICATION OF PAYMENTS (EXCEPT INDIVIDUAL MEAL RECEIPTS). INCLUDE PROOF OF ATTENDANCE (HOTEL RECEIPT, NAME BADGE, CERTIFICATE OF COMPLETION, ETC.)

Date	Travel Performed From Point of Origin to Destination (list each day separately) FROM: _____ TO: _____	Hour of Departure and Hour of Return	Per Diem or Meals	Auto Mileage Claimed	-Incidental- Expenses CGSF AMOUNT	- Incidental- Expenses TYPE (Room, tolls)
		M				
		M				
		M				
		M				
		M				
		M				
Did you drive? Yes or No Rode with _____ Did you share a Room? Yes or No With whom? _____ Did you pay for Room personally? Yes or No If NO how was room paid for? _____ Were any meals/lodging included? Yes or No If yes, please list: _____				_____ mi. * _____		GRAND TOTAL

Location to send payment to: \_\_\_\_\_

Reimbursement

Approved By: \_\_\_\_\_ BUDGET CODE: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Fund Function Object Cost Center Project

I hereby certify or affirm that this travel claim is true and correct in every material matter, that the expenses were actually incurred by the undersigned as necessary travel expenses in the performance of my official duties; and that same conforms in every respect with the requirements of Section 112.061, Florida Statutes. The School Board of Clay County retains its authority to audit and make any necessary corrections. In addition, should final audit by the Office of the Auditor General necessitate any changes, the School Board of Clay County retains the authority to seek reimbursement.

Payee: \_\_\_\_\_ (Signature)

Approved By: \_\_\_\_\_ Page 772 of 784 Date: \_\_\_\_\_

Superintendent of Schools

August 6, 2020 - Regular School Board Meeting

**Title**

D7 - Public Hearing to Approve as Advertised Revisions to the Clay County District Schools Use of Facilities/Use of Grounds Manual

**Description**

The purpose of this item is to update specified sections within the CCDS Use of Facilities/Use of Grounds Manual to clarify the requirements of the use of facilities and grounds by outside organizations and groups and to define when, by whom, and under what terms such use is allowable.

**Gap Analysis**

**Previous Outcomes**

None

**Expected Outcomes**

Approve the CCSB Use of Facilities/Use of Grounds Manual

**Strategic Plan Goal**

The district ensures fiscal responsibility and equitable distribution of resources

**Recommendation**

To obtain the School Board's approval and acceptance of the revised Internal Accounts Manual as presented

**Contact**

Dr. Susan M. Legutko Assistant Superintendent for Business Affairs 336-6721 Susan.Legutko@myoneclay.net

**Financial Impact**

None

**Review Comments**

**Attachments**

- ☉ [Public Hearing Use of Facilities Manual.pdf](#)
- ☉ [NEW Application-Agree w Waiver - Updated 6-29-2020 \(x2\).pdf](#)

# SCHOOL BOARD OF CLAY COUNTY, FLORIDA

## APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT CLAY COUNTY DISTRICT SCHOOLS PROPOSED USE OF FACILITIES & GROUNDS MANUAL

**Approval to Advertise:** The School Board of Clay County, Florida (“the Board”) approved on June 25, 2020 the advertisement of the proposed Clay County District Schools Use of Facilities & Grounds Manual.

**Purpose & Effect:** The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

**Access to Text of Proposed Amendments:** The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District’s website at [www.oneclay.net](http://www.oneclay.net) under the School Board Meeting Links, School Board Agendas - June 25, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

**Rule Making Authority:** The Board is authorized to adopt the proposed Use of Facilities & Grounds Manual under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

**Laws Implemented:** The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

**Person(s) Originating Policy Changes:** The proposed Use of Facilities & Grounds Manual was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

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

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

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



# Use of Facilities & Grounds Manual

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A complete guide to the rental of Clay County District properties





# School District of Clay County

## Application for Use of Facilities &/or Grounds

**Applicant Information**

Contact Name: _____ Title: _____	
<i>Last</i>	<i>First</i>
Organization Name: _____	
Address: _____	
<i>Street Address</i>	
_____	_____
<i>City</i>	<i>State</i> <i>ZIP Code</i>
Primary Phone: _____	Email: _____
Secondary Phone: _____	Email: _____

Organization Type: _____	Tax Exempt Cert # _____
<i>Church, HOA, Athletic, Private, Student, etc.</i>	<i>If claiming exemption</i>

Date(s) of Use: _____ <i>If multiple dates, please attach schedule</i>	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Time(s) requested: <b>From</b> _____ <b>AM</b> <b>PM</b> <i>Times must include set-up, tear-down, &amp; clean-up</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Activity/Function: _____ <i>Club meeting, Athletic Game, Dinner, Camp, etc. (Attach advertisements and/or flyers)</i>
Facility Location: _____ <i>School Name, Professional Development Center, Teacher Training Center, Multi-Purpose Room</i>
Room/Bldg/Area: _____ <i>Portable, Classroom, Cafeteria (kitchen not included), Kitchen, Media Center, Gym, track, field, etc.</i>
Equipment/Furniture: _____ <i>List all onsite furnishings and equipment needs you are requesting</i>

Will food and/or beverages be offered/sold?      YES <input type="checkbox"/> NO <input type="checkbox"/>	Will you need A/C or Heat for this event?      YES <input type="checkbox"/> NO <input type="checkbox"/>
Will tickets be sold for entry to this event      YES <input type="checkbox"/> NO <input type="checkbox"/>	If yes,      Price for Adult? \$ _____ Price for Students? \$ _____
Will you be bringing in any equipment, furniture, wall hangings, etc.?      YES <input type="checkbox"/> NO <input type="checkbox"/>	_____
<i>List and describe equipment, etc. being brought in for event use</i>	

*User must complete & submit this application to the facility Administrator at least 10 business days prior to an event, to be given timely consideration for use.*

**Application Acknowledgement & Promise**

Applicant understands that this application is subject to approval and availability. If the application is approved, applicant will need to sign and agree to all terms as outlined in the Use Agreement (exhibit A), all terms as set forth in School Board Policy, timely payment of fees/charges, and comply with all of the District's insurance requirements.

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Facility Administrator Approval of Use:	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Signature: _____	Date: _____
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**This Agreement made between the SCHOOL BOARD OF CLAY COUNTY (hereinafter referred to as the "Board") and (hereinafter referred to as "User") ; In consideration of the following mutual promises and conditions, the Board and User agree as follows:**

1. The Board grants to the User the temporary use of the facilities described on the Application for Use of Facilities &/or Grounds, (hereinafter referred to as the "Application") attached hereto and made a part hereof for the purposes, dates, and times set forth on said application. Such use shall be in conformance with and subject to the Board's Policies, any Administrative Regulations developed pursuant to such policy, and School/Facility policies at each individual location.
2. User shall conform to the general conditions of use set forth in this Agreement and the additional conditions of use, and other matters, if any, set forth in the Application.
3. The Board prohibits User and any outside agencies from using the Board's name, school name, mascots, logos, or any Board images, to imply connection to, or endorsement of User or their activities without express written consent and prior approval of its presentation.
4. This Agreement shall be deemed dated, and become effective, as of the date on which a duly authorized representative of the Board executes this Agreement, provided such date of execution is later than the date on which the User executes this Agreement.
5. This Agreement shall not be assignable or transferable in any manner without the express written consent of the Board.
6. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Board and the User.
7. The parties of this agreement acknowledge and agree that this agreement shall not be exclusive in any respect.
8. The User agrees to provide at its expense general liability coverage under an occurrence basis policy, with minimum limits of \$1,000,000 per occurrence and \$2,000,000 or more in aggregate, combined single limit covering bodily injury, property damage, personal injury, premises, operations, products, completed operations, independent contractors, and contractual liability. There shall be no exclusions for contracted liability. Coverage must be written by a carrier which has and maintains a rating of "A-" or better. The School Board of Clay County, Florida, shall be named as Certificate Holder and Additional Insured for claims arising out of any and all facility use under this policy and that the insurance is not cancelable without first giving thirty (30) days written notice to the Board.
9. The User fully understands, acknowledges and appreciates that despite the Board's best reasonable efforts to mitigate all health and safety risks, there are known, unknown, and potential dangers while utilizing the Board's facilities, services, equipment, personnel, etc. The dangers include, but are not limited to, the potential exposure, contraction, spreading, and infection of diseases and viruses.
10. User hereby agrees to hold harmless and indemnify the Board, its agents, and employees, from and against any and all losses, claims demands, penalties, judgments, court costs, attorneys' fees and liabilities of every other kind and nature in connection with, arising from, or related to User's use of the Board's facility, occupancy of the subject premises, installation, operation or maintenance of any fixtures or equipment in or upon the demised premises, or any negligence or fault of the User in failing to control, monitor or supervise any activity on the premises during the term of the lease of the premises hereunder.
11. Notwithstanding any other provision in this agreement, the User agrees to hold harmless and indemnify the Board from and against any and all losses, claims, demands, penalties, judgments, court costs, attorneys' fees and liabilities of every kind and nature whatsoever which may arise as a result of any employee, agent, member, guest, invitee, licensee or volunteer of the User causing any harm or violating any rights of the Board, or its agents, employees, or any student, parent, guardian, invitee, licensee, visitor or guest on or about the premises of any Board facility or who may otherwise be injured, including but not limited to injury to any civil right protected by law, as a result of or during any use of the facility by the User.
12. User will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that the The School Board of Clay County, its agents, entities, and employees are not connected to the User's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to User's use of the Board's facility.
13. The User agrees that it will cooperate with the Board, school principal, or designee (of either of them) when any of said Board representatives shall direct the User to remove any employee, agent, member, guest, invitee or licensee of the User from the facility. Such direction to remove may be given at the sole discretion of the Board or its designee so long as the Board or its designee has required the removal in the interest of the educational program, or the safety, health, welfare or security of any student, parent, guardian, guest, invitee, licensee, employee or agent of the Board, or the security and/or safety of the facility.
14. Risk of any loss to User's property shall be entirely upon User. User may not store any equipment, material or other matter in Board's facilities without express written approval from the Board or designee.
15. No equipment, material or other matter, which presents a health or safety hazard to persons or property, may be brought upon the Board's facility. The use of open flames, makeshift electrical wiring, flammable and/or caustic materials (and the like) are prohibited.
16. The use of any form of tobacco (including "vape" products), illegal drugs, liquor, profane language, obscene materials or acts, gambling or violence are prohibited.
17. Food or beverages may not be used without express written approval from the Board or designee.
18. User is not permitted to utilize stoves, ovens, microwave ovens, hot plates or any devices which have the potential to cause a fire on Board property.
19. Electrical equipment shall not be operated without express written approval from the Board.
20. Equipment, material, or other matter owned by the Board may not be used or removed without written approval from the Board.
21. Users, their agents, and their guest should have no expectations of Privacy while using the Board property.
22. All equipment, material, and other matter brought upon the facility by User shall be removed and the facility cleaned up and restored to the condition in which it was provided prior to the end of agreed use, unless the Board or designee expressly approves other arrangements in writing. At the Board's discretion, and to safeguard the health and safety of all who enter or use our facilities, additional charges may be assessed for after-event deep cleaning and sanitation.

**Exhibit A – Use Agreement & Fees (page 2 of 2)**

1. The Board requires an SBCC employee's presence for entry, additional supervision, and to ensure User's compliance with this Agreement. A Police Officer may be deemed appropriate for the protection of the facility and other Board property. Every effort will be made by the site administrator to secure personnel for an approved event, but the Board and its entities do not and cannot accept responsibility for employees' lack of participation, willingness or availability for supervision.
2. Additionally, User shall at all times provide sufficient self-supervision of its activities to ensure compliance with this Agreement.
3. Use of a facility may be terminated by the Board in the event of any emergency, force majeure, User's breach of Agreement, or in the event that the facility is required for any Board or educational program, which cannot reasonably, be held at another time and place.
4. All persons using the Board's facility pursuant to the Agreement shall confine themselves to the area of the facility for which temporary use has been granted to User.
5. At no time shall the maximum capacity of the facility space be exceeded.
6. Pursuant to Section 790.06(12)(a), Florida Statutes, it is illegal for non-law enforcement officers to bring weapons onto SBCC property (even w/ concealed permit).
7. User will comply with all Federal, State, and Local laws, including any/all taxes payable to the government.
8. The User agrees that if the standard fee schedule changes during the period for use reserved hereunder, that any increased fees shall be due and payable at the time they become effective.
9. Prior to use of Board's facilities, User shall pay to Board the fees set forth in the Use Agreement & Fees. All payments will be made payable to "The School Board of Clay County" and received no less than five (5) business days prior to use.
10. User warrants that all information, including attachments to Application, and other statements or materials that User may have given the Board in connection with the Application, and subsequent Use Agreement, described is true, complete and correct.

*School Administrator/District Site Location Manager shall enter fees per Board approved pricing guide*

Applicant/Organization name: _____	
School/Location of Event: _____	Event Type: _____

Building/Room	Event Dates	Event Times	Total Hours	Fees/Rate
<b>Grounds Use</b>				
<b>District Personnel</b>				
<b>Utility/Equip Rental</b>				
Sales tax will be collected at a rate of 7% as required by law unless a valid tax-exempt certificate is provided			<b>Taxes</b>	
			<b>Total</b>	

Notes or Special Instructions: _____

**Applicant signature denotes total agreement to all terms, conditions, notes, and fees assigned in Exhibit A (pages 1 & 2).**

Applicant Signature: _____		Date: _____
Principal or Location Rep: _____	Title/Location _____	Date: _____

Superintendent/Designee Approval of Use:	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Signature: _____	Date: _____
------------------------------------------	------------------------------	-----------------------------	------------------	-------------



**The groups identified under each User Group are provided as examples and are not intended to be an exclusive list. The types of fees assessed for each group are also listed but subject to review and approval.**

**User Group 1 - School Groups**

User Group 1 includes organizations that serve the students, parents, and teachers of the Clay County School District. User Group 1 applicants are not required to pay for use, utilities or personnel costs; the only exception to this would be when a school employee is required to work overtime to accommodate another schools use or when any of the district's personnel are required to hire additional staff to support a school function. In this case, the School or organization seeking use is responsible to reimburse these costs to the facility being used.

School Approved Clubs/Activities	PTA/SAC Meetings	Booster Clubs
District In-Service Workshops	School Directed FHSAA Activities	See Group 3 Exemptions

**Fees Required:**

- Salary/Benefits

**User Group 2 - School Related Groups**

User Group 2 consists of students, employees or parents who are participating in an activity that does not directly relate to school activities but enhances the school or provides a definite educational service to the students of that school. Youth Organizations are defined as secular and non-secular organizations that provide moral and character development programs that are consistent with the Clay County School District's character development curriculum. This Group is responsible to pay all required utility fees and school personnel costs when the use takes place outside the normal hours of operation.

Youth Organizations	Boy/Girls Scouts of America	Teachers Assoc.
Board of County Commissioners	Soccer Clubs	Little League
Charter Schools	4-H Clubs	Boys/Girls Club

**Fees Required:**

- Utility Fees
- Salary/Benefits Costs
- Sales Tax

**User Group 3 - Non-Profit Organizations**

User Group 3 consists of local civic, fraternal, and governmental and community oriented groups whose sole purpose is providing a service for students and parents of the community. This Group is responsible to pay all required school personnel and utility costs when the use takes place outside the normal hours of operation.

*Activities exempted include: town meetings sponsored by a municipality, voter precincts and public hearings. These exempt activities are assessed at a User Group 1 level.*

City/County Parks & Rec.	HOAs	Grant Funded Tutoring/Enrichment
Church Groups	Town Hall Meetings	Public Hearings

**Fees Required:**

- Facility Use Fee
- Utility Fees
- Salary/Benefits Costs
- Equipment Use Fees
- Sales Tax

**User Group 4 - For-Profit**

User Group 4 includes those citizens, associations, clubs or other organizations who wish to use school facilities for commercial, for-profit purposes.

**Fees Required:**

- Facility Use Fee
- Utility Fees
- Salary/Benefits Costs
- Equipment Use Fees
- Sales Tax

**Exhibit B – Use Rental Fees (page 2 of 3)**

<b>FACILITY OR GROUNDS REQUESTED</b>	<b>FEES</b>	<b>CALCULATION UNITS</b>
CAFETORIUM w/o STAGE (kitchen rental not included)	\$60.00	Per hour w/ 2 hour minimum
CAFETORIUM w/ STAGE (kitchen rental not included)	\$70.00	Per hour w/ 2 hour minimum
CLASSROOM	\$50.00	Flat fee - single occurrence up to 4 hours
GYMNASIUM w/ Bleachers	\$100.00	Per hour w/ 2 hour minimum
GYMNASIUM w/o Bleachers	\$80.00	Per hour w/ 2 hour minimum
KITCHEN USE (only)(must include SBCC staff)	\$20.00	Per hour w/ 2 hour minimum (add kitchen staff pricing)
MEDIA CENTER	\$60.00	Per hour w/ 2 hour minimum
PORTABLE CLASSROOM	\$40.00	Flat fee - single occurrence up to 4 hours
FOOTBALL STADIUM W/ LIGHTING	\$200.00	Flat fee - single occurrence up to 6 hours (does not include access to concession stands)
FOOTBALL STADIUM W/O LIGHTING	\$160.00	Flat fee – single occurrence up to 6 hours (does not include access to concession stands)
BASEBALL FIELD W/ FIELD LIGHTS	\$160.00	Flat fee – single occurrence up to 6 hours (does not include access to concession stands)
BASEBALL FIELD W/O FIELD LIGHTS	\$120.00	Flat fee – single occurrence up to 6 hours (does not include access to concession stands)
PARKING LOT ONLY	\$30.00	Per hour – lighting recommended from dusk to 1 hour post event (see Utilities for lighting pricing)
USE OF IMMEDIATE AREA RESTROOMS (price covers consumables & refuse)(if restocking & garbage changes are required, you must order custodial services) Not available with Parking Lot Only	\$0.00 \$10.00 \$20.00 +\$10.00	0-30 people at event (included) 31-100 people at event (per 4 hr event)(\$5 ea hr. after) 100-200 people at event (per 4 hr event)(\$10 ea hr. after) for each additional 100 people (or part thereof/per 4 hr event)

**Due to safety and security issues, an authorized/paid SBCC employee (as designated by the Principal or Board designee) must be present for all Facility Use events to monitor and ensure the security of buildings.**

**When deemed necessary, a member of law enforcement may also be required for events/functions. If the available law enforcement officer is a SBCC employee, the custodial/other employee may be waived. This waiver does not include required Food Service Employees when Kitchens are used.**

<b>PERSONNEL REQUIRED</b>	<b>FEES</b>	<b>CALCULATION UNITS</b>
CUSTODIAL SERVICES (includes services)	\$40.00	Per hour w/ 2 hour minimum
FOOD SERVICES (req. for access to kitchen)	\$30.00	Per hour w/ 2 hour minimum
SBCC EMPLOYEE (monitor only)	\$30.00	Per hour w/ 2 hour minimum (no custodial services included)
LAW ENFORCEMENT SERVICES (as required by policy)	\$50.00	Per hour w/ 3 hour minimum
IT/AUDIO-VISUAL/LIGHTING (w/ equip rental)	\$50.00	Per hour w/ 2 hour minimum

<b>UTILITIES/EQUIPMENT</b>	<b>FEES</b>	<b>CALCULATION UNITS</b>
PARKING LOT LIGHTING	\$20.00	Per hour (recommended from dusk to 1 hour post event)
OUTDOOR FACILITY LIGHTING	\$10.00	Per hour (recommended from dusk to 1 hour post event)
SCOREBOARD	\$40.00	Flat fee (proper personnel or training required)
STAGE LIGHTING/AUDIO-VISUAL/ETC.	\$40.00	Flat fee (may require IT/AV personnel)
MANDATORY COVID-19 CLEANING PRODUCTS	\$9.50	Per hour of cleaning required post-event

## Exhibit B – Use Rental Fees (page 3 of 3)

**Sales Tax** - A 7.0% Sales Tax is charged on the following fees: rental, facility use, utilities, equipment and supplies, unless an organization provides a copy of a valid Florida Sales Tax Certificate of Exemption to Risk Management. NOTE: A Federal Tax Exemption number does not apply to State of Florida Sales Tax Exemption.

**Security and Damage Deposit** - Users may be required to pay a Security and Damage Deposit at the discretion of the Site Administrator. A Security and Damage Deposit of 50% of the TOTAL FEE may be required for first time users and user groups larger than one hundred in attendance. A Security and Damage Deposit of 100% of the TOTAL FEE for previous users may be required based on past damage occurring during their contract. The School will provide receipts to the organization for proof of repairs or replacements.

**Law Enforcement Services** – Law enforcement services will be required for events expecting more than 30 people, all sporting events, and where deemed necessary by Administration.

**Insurance and Indemnification** - Unless stated otherwise users shall provide a certificate of insurance evidencing general liability coverage under an occurrence basis policy, with minimum limits of \$1,000,000 per occurrence and \$2,000,000 or more in aggregate, combined single limit covering bodily injury, property damage, personal injury, premises, operations, products, completed operations, independent contractors, and contractual liability. There shall be no exclusions for contracted liability. Coverage must be written by a carrier that has and maintains a rating of "A-" or better according to A.M. Best Company.

The School Board of Clay County, Florida, shall be named as Certificate Holder and Additional Insured for claims arising out of any and all facility use under this policy. . All governmental users shall provide evidence of insurance or self-insurance to the limits set forth in F.S 768.28 except as prohibited by F.S. 768.28(18). All users shall agree to defend, indemnify, and hold harmless the School Board of Clay County, Florida, and its employees for any expense, cost, loss, damage claim, judgment or claims bill incurred or rendered against same, including attorneys' fees and investigation expenses (pre-suit, suit, trial, appeal, and post appeal proceedings) on account of any intentional or negligent acts or omissions of the user or its employees, agents or servants.

**Outstanding Balances** - Agencies or organizations with outstanding balances greater than 30 days shall not be permitted to lease facilities until the balance is reconciled. Past due notices will be mailed out and Schools will be notified of those groups that have not paid.

**Corrected or Changed Invoices** - Corrections, cancellations or changes for existing charges must be verified by the School's Facility Use contact person and sent via e-mail to Risk Management. Adjustments must be made for any event within 30 days of the occurrence.

**Fees & Fee Waivers** - School Groups requesting the use of their own facility will not be charged any fees. School Groups requesting the "Cross Use of Schools" will be charged the Personnel Costs when a school employee is required to work or hire additional staff to accommodate another school's use. School Related Groups requesting the use of a facility will be responsible to pay all required school personnel costs and utility fees when the use takes place outside the normal hours of operation.

Use Fees for Non-Profit Groups may be reduced or waived by the Site Administrator; however, items under Utility Fees and Personnel Costs cannot be waived or reduced. Rental Fees for For-Profit Groups may be reduced by the Site Administrator, but must be approved in advance by the Superintendent, his/her designee, or the Assistant Superintendent of Business Affairs; however, items under Utility Fees and Personnel Costs cannot be waived or reduced. Groups with other agreements with the School Board will follow the rules outlined in that agreement and may not be bound by these pricing rules (all other rules may apply).

## COVID 19 REQUIREMENTS

**Cleaning and Disinfecting** – Due to the recent pandemic the District must rely on its trained Custodians and/or Maintenance Employees for the cleaning and disinfecting of our property. The Principal or Site Manager will determine an estimated timeframe based on Use as applied for. The Board employee's pay and mandatory cleaning products will be added to cost of Use. However, if additional time is required, User will be billed the reasonable addition accordingly.

## SAFETY AND SECURITY UPDATE

**No Keys** – For the safety of our students and employees as well as the security of our campuses/buildings/etc. keys cannot be checked out and will not be provided to outside organizations.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA  
RELEASE OF LIABILITY AND ASSUMPTION OF RISK RE: COVID 19 INFECTION

In consideration of being allowed to participate in any way in any activity which takes place on Clay County School District (“CCSD”) property (facilities or grounds) I, the undersigned participant, parent, or legal guardian, acknowledge, understand, and agree that by participating in events and activities at Clay County School District facilities/property: (1) there are certain risks to me and my child(ren) arising from or related to possible exposure to communicable diseases including, but not limited to, COVID-19, the virus “severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)”, which is responsible for the Coronavirus Disease (also known as COVID-19) and/or any mutation or variation thereof (collectively referred to as “Communicable Diseases”); (2) I am fully aware of the hazards associated with such Communicable Diseases and; (3) I knowingly and voluntarily assume full responsibility for any and all risk of personal injury or other loss that I may sustain in connection with such Communicable Diseases, and: (4) I, for myself or for my minor child(ren) or ward(s), and on behalf of my/our heirs, assigns, beneficiaries, executors, administrators, personal representatives, and next of kin, HEREBY EXPRESSLY RELEASE, HOLD HARMLESS, AND FOREVER DISCHARGE CLAY COUNTY SCHOOL BOARD (“The District”) and its officers, officials, agents, representatives, employees, other participants, sponsors, advertisers, and, if applicable, owners and lessors of premises upon which CCSD related events and activities take place (the “Released Parties”), from any and all claims, demands, suits, causes of action, losses, and liability of any kind whatsoever, whether in law or equity, arising out of or related to any ILLNESS, INJURY, DISABILITY, DEATH, OR OTHER DAMAGES incurred due to or in connection with any Communicable Diseases, WHETHER ARISING FROM THE NEGLIGENCE OF THE RELEASED PARTIES OR OTHERWISE, to the fullest extent permitted by law.

I agree that this Agreement is intended to be as broad and inclusive as is permitted by the laws of the State of Florida, and if any portion hereof is held invalid, it is agreed that the remainder shall continue in full legal force and effect.

I certify that I am the legal parent/guardian of the MINOR CHILDREN listed below, and that I HAVE READ AND UNDERSTAND THE FOREGOING RELEASE and affirm that I, on behalf of myself and my minor child(ren), do consent and agree to the complete, total and unequivocal release of all the Released Parties as provided above.

**I HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.**

X \_\_\_\_\_  
Participant/Parent Signature Printed Name Date

Name of each child for whom this Release applies:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Public school facilities may be used for Non-School Purposes in accordance with the following provisions:
  - a. Each user/applicant of public school facilities may make application for use in the administrative office of the requested facility. Each user/applicant of public school facilities may access and complete the lease application (available on the District's website under Business Affairs/Risk Management/ Facility Usage) and submit the completed application and related back-up information to the requested facility.
  - b. Upon receiving an Application for Use of Facility or Grounds, the school principal or facility administrator shall determine if the requested use conflicts with school programs (such as extracurricular school activities or other previously scheduled activities). If the school principal or facility administrator approves the use of the facility on the date requested, they should forward the approved & completed application, with necessary back-up, to the Superintendent's designee for final approval or denial.
  - c. Payment for Use of Facility or Grounds should be submitted to the Business Affairs Department with a copy of the approved Agreement, no later than five days prior to the event.
  - d. An employee of the School Board, approved by the school Principal or facility manager, must be available to open, close and monitor the public school facility throughout the meeting, event, or program. Use of public school facilities will be denied if school district staff is unavailable.
  - e. No part of The Teacher in Service Training Center, ("TTC"), a facility which is located on the campus of, but is separate from, Fleming Island High School, shall be available for rental to any person or organization or for any purpose which is not associated with or directly related to the training of educators, the promotion of the wellbeing and education of children or the pedagogical purposes of the school district. The Asst. Superintendent of Business Affairs as designated site manager for the TTC, shall have sole authority to determine within these guidelines, to whom, and for what purpose, the TTC shall be rented. The parameters of this subsection shall also apply to Media Centers, Computer Labs, and County Multi-Purpose rooms.
2. The Superintendent or designee shall review the Fee Schedule periodically (no less than annually), and any changes to the Fee Schedule shall be recommended to the School Board for approval.
3. Government Organizations:
  - a. On School Days during the normal operational hours when custodial staff is present, Government Organizations shall be exempt from the payment of Rental Fees, Custodial Costs and Utilities Costs. However, Government Organizations shall pay Consumable Items Costs.
  - b. After School Hours or on Non-School Days when custodial staff presence is required, Government Organizations shall pay Custodial Costs, Consumable Items Costs, Utilities Costs and Personnel Costs, as incurred including, without limitation, any required security.
  - c. Regardless of school days, normal operational hours, after school hours, or non-school days, Government Organizations that charge participants for activities shall pay Rental Fees, Custodial Costs, Utilities Costs and Personnel Costs as incurred, including, without limitation, any required security.
  - d. All fees shall be based on the current established Fee Schedule (appended to this Policy as Exhibit B).
  - e. This Policy is not applicable if a separate agreement exists between the School Board and another governmental entity for the use of school facilities. Those agreements shall stand upon their own terms.
4. Non-Profit Corporation or Section 501 (c) (3) Organization
  - a. An entity which represents itself as a Non-Profit Corporation and is registered and recognized as a Non-profit Corporation in the State of Florida, shall fulfill the Lease Application requirements, all insurance requirements set forth in this Policy, and submit a copy of its State of Florida issued Certificate of Status (or State of Florida document(s) confirming status as a Non-Profit Corporation) prior to each and every use of public school facilities
  - b. A Section 501 (c) (3) Organization shall fulfill the Lease Application requirements, all insurance requirements set forth in this Policy, and provide a copy of its approved IRS Section 501 (c) (3) certificate (or document(s) issued by the IRS confirming status as a Section 501 (c) (3) Organization) prior to each and every use of public school facilities.
  - c. On School Days, a Non -Profit Corporation or a Section 501 (c) (3) Organization shall pay nominal charges for electricity and administrative costs, Consumable Items Costs, as listed in the Fee Schedule, and Personnel Costs, as incurred including security, but shall be exempt from the payment of Rental Fees and Custodial Costs.

## Exhibit D – Expanded Standard for Use & Rentals of Facilities (2 of 2)

- d. During After School Hours or on Non-School Days, a Non -Profit Corporation or a Section 501 (c) (3) Organization shall also pay Rental Fees, Custodial Costs, Utilities Costs and Personnel Costs, as incurred including, without limitation, any required security.
  - e. All fees shall be based on the current established Fee Schedule. In addition, any use of equipment shall be subject to Rental Fees.
5. Other Organizations:
- 1) Other Organizations shall fulfill all Lease Application and insurance requirements necessary for each use of public school facilities.
6. On School Days, Other Organizations shall pay Rental Fees, Utilities Costs and any Personnel Costs that are incurred including, without limitation, any required security, or additional custodial staff.
  7. During After School Hours or on Non-School Days, when custodial staff presence is required, Other Organizations shall pay Rental Fees, Custodial Costs, Utilities Costs and any Personnel Costs as incurred including, without limitation, any required security.
  8. All fees are based on the current established Fee Schedule (appended to this Policy as Exhibit B).
  9. This Policy may not apply to vendors who are awarded contracts as a result of a Request for Proposal (RFP) process issued by the School Board including, but not limited to, any entities that provide before and after school child care or before and after tutorials, etc. Any use of public school facilities by such entities shall be governed by the specific contracts or agreements existing between such entities and the School Board.
  10. The school principal or facility administrator shall require the use of regular food service workers when fixed kitchen equipment is used in connection with food, service and clean-up during use of a public school facility rental. The group or organization shall pay the cost of the food service worker(s) involved, according to the adopted rate schedule.
  11. All checks for rental of public school facilities, as well as for payment of on-site services shall be made payable to the School Board of Clay County. Organizations must prepay all Rental Fees before being given access to public school facilities. However, if the rental period is greater than one month, facility lease cost shall be paid on a monthly basis.
  12. Parties can only enter into leases up to one (1) year and will require renewal each new fiscal year (July 1 – June 30).
  13. Any group or organization that intends to charge students and/or adults for any type of service/activity during the usage of public school facilities/equipment must provide the School Board with a letter addressed to the Superintendent stating that the organization will report to the Internal Revenue Service (IRS) all salaries and applicable taxes. Additionally they will report all fees exceeding \$600.00 paid to any School Board employees, a copy of which will be provided to the IRS by the School Board.
  14. **INSURANCE** The user of public school facilities shall be financially responsible for all liability and property damage incurred during its use of facilities, if such damage occurs as a result of its use subject to applicable law. The user of a public school facility must furnish a Certificate of Insurance to the Risk Management Department of the School Board at least seven (10) working days prior to the use of the public school facilities, and the Certificate of Insurance must contain the criteria as noted in Exhibit B, 9. The user of a public school facility is required to notify the School District immediately if the above referenced insurance coverages are cancelled.
  15. Food truck vendors participating in an event conducted by a group may prepare, make and/or sell food directly to patrons at the event. However, such food truck vendors must comply with all applicable state, local and School Board requirements including insurance as stated in 18.
  16. These rules work in conjunction with all School Board Policies