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

December 10, 2020 - Regular School Board Meeting

Date: Dec 10 2020 (6:00 p.m.)

Student Showcase

Invocation (Pastor Mason Dorsey, Fleming Island United Methodist Church)

Pledge of Allegiance

Call to Order

Recognitions and Awards

1. Recognize President's Volunteer Service Award Recipients

2. Recognition of 2020-2021 School Related Employee of the Year and Teacher of the Year Semi-finalists

3. Consortium of Florida Education Foundations Special Award

Presenters

School Showcase

Presentations from the Audience (Public Comment)

Consent Agenda

Superintendent

4. C1 - Minutes of Workshop on October 27, 2020; Student Discipline Hearings and Regular Meeting on November 5, 2020; Organization Meeting on November 17, 2020

- 2020 Oct 27 Board Workshop.pdf
- 2020 Nov 5 Student Hearings.pdf (Confidential)
- 2020 Nov 5 Regular Meeting.pdf
- 2020 Nov 17 Organization Meeting.pdf

5. C2 - Revised 2021-2022 Student Calendar and Proposed Student 2022-2023 Calendar

- _Student Calendar 2021-2022 Revised.pdf
- Calendar - Student 2022- 2023 (2).pdf

6. C3 - Employee Work Calendar for 2021-2022

- Calendar - Employee Work - 2021-2022 (1).pdf

DRAFT

Human Resources

7. C4 - Salary Schedule - Section IV, Miscellaneous (Substitutes - Minimum Wage Increase)

- 2021 Minimum Wage Increase - Salary Schedule.pdf

8. C5 - Personnel Consent Agenda

- Personnel Consent Agenda 12.10.2020.pdf

Instruction-Academic Services

9. C6 - K-12 Academic Services Out of State and Overnight Student Travel

- Dec 2020 - Student Travel.pdf

10. C7 - Revision to Daily Hours for Teachers and Students for School Year 2020-2021

Instruction-Professional Development

11. C8 - Professional Learning Catalog (Master In-service Plan)

- professional-learning-catalog-2020-21_Draft with Revisions_Dec 2020.pdf
- Summary of Revisions to Professional Learning Catalog.pdf

12. C9 - Approval to advertise revision of Inservice Education CCDS Board Policy 4.46.C

- Approval to Adv. Rev. and PH to SB Policy 4.46C.pdf
- Proposed Revisions_Board Policy 4.46(C)_In-service1.pdf

13. C10 - Resident Clinical Faculty Memorandum of Understanding between Clay County District Schools and the University of North Florida

- 210052 UNF MOU Resident Clinic Facility (1).pdf

14. C11 - Skillbridge Participation Agreement between Clay County District Schools and Naval Medical Readiness & Training Command

- 210051 US Navy.pdf
- #210051 US Navy SkillBridge Contract-Signed by TMAllen Commanding Officer.pdf

Business Affairs

15. C12 - Proposed Allocation Changes for 2020-2021

- 20 21 Allocation Summary - December 10, 2020.pdf

Business Affairs-Accounting

16. C13 - Monthly Financial Reports for October, 2020

- October 2020 Board Monthly Financial Report.pdf
- October 2020 Board Monthly Property Report.pdf
- Contract List.pdf

Business Affairs-Property

17. C14 - Deletion of Certain Items Report - November, 2020

- Deletion Report-November, 2020.pdf

DRAFT

Business Affairs-Purchasing

18. C15 - BID to be Awarded

19. C16 - RFP to be Awarded

Operations-Facilities

20. C17 - Oakleaf High School Hurricane Retrofit Agreement 2020

Oakleaf High School Hurricane Retrofit Agreement 2020.pdf

21. C18 - Substantial Completion of the District Office Building #1 West End Renovations

Substantial Completion DO Bldg 1 West End.pdf

22. C19 - Pre-Qualification of Contractors

Table for Board Backup Contractor Prequal, 12.10.20.pdf

23. C20 - Peoples Gas System, a Division of Tampa Electric Company Perpetual Easement at Orange Park High School

Easement OPH Peoples Gas (2).pdf

24. C21 - 2020/2021 – 2024/2025 Educational Five Year Work Plan

Work Plan 2020.21-2024.25.pdf

Adoption of Consent Agenda

CCEA Update

CESPA Update

Superintendent's Update and Presentations

Discussion Agenda

Superintendent

25. D1 - 2021 Legislative Priorities

2021 Legislative Priorities.pdf

Human Resources

26. D2 - Human Resources Special Action

Instruction-Exceptional Student Education

27. D3 - Public Hearing to Approve as Advertised the 2019-2020 through 2021-2022 Special Policies and Procedures (SP&P) Manual.

2019-2020 SP&P_ Clay.pdf

SIGNATURE PAGE-2019-2022 (fillable) (1).pdf

19-20 Revisions to SP&P Manual.pdf

Adv Revisions and Public Hearing 19 20 - 21 22 SP&P Manual.pdf

School Board Attorney Remarks

DRAFT

School Board Member Remarks

Adjournment

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

Recognize President's Volunteer Service Award Recipients

Description

The President's Volunteer Service Award is a prestigious national honor that highlights commitment to serving the community and the nation and requires a minimum of 100 hours of community service within the last year.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Recognition only.

Contact

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

Financial Impact

None

Review Comments

Attachments

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

Recognition of 2020-2021 School Related Employee of the Year and Teacher of the Year Semi-finalists

Description

Recognizing the top ten semi-finalists for School Related Employee of the Year and Teacher of the Year

Gap Analysis

Previous Outcomes

Expected Outcomes

Recognizing the top ten semi-finalists for School Related Employee of the Year and Teacher of the Year

Strategic Plan Goal

5.1.11 Develop and implement a school and district-wide employee recognition program.

Recommendation

Recognition only.

Contact

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

Financial Impact

None

Review Comments

Attachments

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

Consortium of Florida Education Foundations Special Award

Description

Mary Chance, Executive Director of CFEF, will present an award to the Clay Education Foundation.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Recognition only.

Contact

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

Financial Impact

None

Review Comments

Attachments

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

C1 - Minutes of Workshop on October 27, 2020; Student Discipline Hearings and Regular Meeting on November 5, 2020; Organization Meeting on November 17, 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 Oct 27 Board Workshop.pdf
- 2020 Nov 5 Student Hearings.pdf (Confidential)
- 2020 Nov 5 Regular Meeting.pdf
- 2020 Nov 17 Organization Meeting.pdf

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School Board of Clay County

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

October 27, 2020 - School Board Workshop

Date: Oct 27 2020 (9:00 a.m.)

Invocation (Tina Bullock)

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

Workshop Items

1. Review Draft Agenda for Regular School Board Meeting on November 5, 2020

November-5-2020-regular-school-board-meeting_agenda_packet.pdf

Minutes:

Recognitions and Presentations -

- Recognize 2020 Founders Week Art Contest Winners - no discussion;
- Recognize Administrators Earning Florida School Principal Certification - no discussion;
- Community First CARES Foundation Check Presentation - no discussion;
- Clay Education Foundation Update - no discussion;
- Cost Savings Report from Cenergistic, Inc. - no discussion;

Consent Agenda -

- C1 Minutes of Workshop on September 22, 2020; Student Discipline Hearings and Regular Meeting on October 1, 2020 - no discussion;
- C2 Personnel Consent Agenda - no discussion;
- C3 Proclamation 21-06 to Establish November 16-20, 2020 as National Education Week and November 18, 2020 as Educational Support Professionals' Day - no discussion;
- C4 K-12 Academic Services Out of State and Overnight Student Travel - Mrs. Kerekes questioned the timeliness of item submission as well as guidelines for safety precautions; Treasure Pickett, K-12 Director, advised that, due to the current health crisis, host schools are making last minute determinations on proceeding with scheduled events and item submission is being done as expeditiously as possible with event sponsors ensuring that parents understand and consent to safety protocols (including COVID waiver) and students are permitted to opt-out of activities without penalty;
- C5 Addendum A to 2017-2021 UNF Dual Enrollment Articulation Agreement - no discussion;
- C6 Advertise the 2019-2020 through 2021-2022 Special Policies and Procedures (SP&P) Manual and set the Public Hearing for December 10, 2020 - no discussion;
- C7 Maxim Health Care Services, Inc. Contract 2020-21 - no discussion;
- C8 Childrens Home Society and CCDS Data Share Agreement - no discussion;
- C9 Proposed Allocation Changes for 2020 - 2021 - discussion of anticipated movement of personnel to accommodate educational delivery selections for second semester; Mrs. Kerekes requested specific data re number of students who have returned from OneClayOnline to brick and mortar setting;
- C10 Monthly Financial Reports for September 2020 - no discussion;

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- C11 NSF Write-off Permission - continuing efforts to work within collection timelines and bring non-sufficient funds items to board;
- C12 Deletion of Certain Items Report - October 2020 - routine surplus of items;
- C13 Change Order #1 for Clay High School Security Lighting Repair/Replacement - no discussion;
- C14 Change Order #1 for Orange Park High School HVAC Repair/Replacement (Building 4-Gymnasium) - no discussion;
- C15 Change Order #1 for District Office Renovation/Remodel Building 1 West End - no discussion;
- C16 Pre-Qualification of Contractors - no discussion;
- C17 Project Priority List (R.P.L.) to Identify Eligible Projects for C.O. and D.S. Expenditures - no discussion;
- C18 School Concurrency Proportionate Share Mitigation (PSM) Development Agreement for Feed Mill Road Holdings LLC (Avonlea Hills Project in the Lake Asbury Area) - no discussion;

Discussion Agenda -

- D1 Human Resources Special Action - no discussion;
- D2 Public Hearing to Approve as Advertised the 2020-2021 through 2022-2023 Special Policies and Procedures (SP&P) Manual - no discussion.

Board members discussed concerns re securing the necessary number of substitute teachers as well as the need to balance proper jurisdiction and respect of citizens engaging in off-campus events with potential health implications to staff and students.

Questions from the Audience

Superintendent Comments

School Board Comments

Adjournment (9:27 a.m.)

DRAFT

Superintendent of Schools

Board Chair

AgendaPlus®

School Board of Clay County

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

November 5, 2020 - Regular School Board Meeting

Date: Nov 05 2020 (6:00 p.m.)

Student Showcase

Invocation (Pastor Bill Register, First Assembly Clay County)

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 2020 Founders' Week Art Contest Winners

Founders' Week Art Contest- Board Meeting 11.5.2020.pdf

Minutes:

Kelly Watt, Social Studies Specialist, recognized Founders Week Art Contest winners:

- (K) Whitaker Willis, Thunderbolt Elementary
- (1) Kiara Cese, Doctors Inlet Elementary
- (2) Alexa Way, Fleming Island Elementary
- (3) Morgan Goolsby, Grove Park Elementary
- (4) Cailyn Crocker, Doctors Inlet Elementary
- (5) Logan Bintz, Thunderbolt Elementary

2. Recognize Administrators Earning Florida School Principal Certification

Minutes:

Superintendent Broskie recognized administrative team members who successfully completed the Regional Principal Leadership Academy provided by the North East Florida Education Consortium:

- Tania Auguste (Ridgeview High School)
- Steven Bright (Tynes Elementary School)
- Tracy Burt (McRae Elementary School)
- Lydia Creel (Ridgeview High School)
- Joshua Freeman (Orange Park Junior High School)
- Whitney Johnson (Shadowlawn Elementary School)
- Bonnie King (Clay High School)
- Melissa Kowieski (Clay Virtual Academy)
- Jason Martin (Plantation Oaks Elementary School)

DRAFT

3. Schools Recognized as Model Schools for Positive Behavioral Interventions and Support

Minutes:

Superintendent Broskie and Laura Fogarty, Director of Climate and Culture, recognized nine (9) schools that have been recognized by Florida Positive Behavior Interventions and Support as model schools for establishing a framework for integrating effective strategies and programs for student behavioral support. Principals of each school were presented with a banner reflecting the model school designation.

Gold Model Schools

- Keystone Heights Elementary
- Wilkinson Elementary
- Clay Hill Elementary
- Green Springs Junior High

Silver Model Schools

- Ridgeview Elementary
- McRae Elementary

Bronze Model Schools

- Plantation Oaks Elementary
- Grove Park Elementary
- Oakleaf High

Presenters

4. Community First CARES Foundation Check Presentation

Minutes:

Makayla Buchanan, Executive Director, Clay Education Foundation, introduced Missy Peters, Executive Director, Community First CARES Foundation representative and Lisa Ashworth, Board Chair of Clay Education Foundation, who presented a check in the amount of $20,000.00 in support of educational needs and supplies for teachers.

5. Clay Education Foundation Update

School Board Update Presentation_Clay Education Foundation.pdf

Minutes:

Makayla Buchanan, Executive Director, Clay Education Foundation, utilized the attached presentation to provide a brief update of the Clay Education Foundation's work and accomplishments in the three key areas of educators, literacy, and innovation.

6. Cost Savings Report from Cenergistic, Inc.

Cenergistic Board Update 11.05.2020.pdf

Minutes:

Phil Hans, Director of Maintenance, introduced Roseann Jolley from Cenergistic who gave an overview of the district's cost savings and reported on the value of having this energy program. Currently, 28 of the district's schools have earned the EnergySTAR certification demonstrating their commitment to high standards in energy conservation.

School Showcase

Presentations from the Audience (Public Comment)

7. Public Comment

Minutes:

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There were no public speakers.

Consent Agenda

Superintendent

8. C1 - Minutes of Workshop on September 22, 2020; Student Discipline Hearings and Regular Meeting on October 1, 2020

2020 Sep 22 Workshop.pdf

2020 Oct 1 Student Discipline.pdf (Confidential)

2020 Oct 1 Regular Meeting.pdf

Human Resources

9. C2 - Personnel Consent Agenda

UPDATED Personnel Consent Agenda 11 5 2020.pdf

10. C3 - Proclamation 21-06 to Establish November 16 - 20, 2020 as National Education Week and November 18, 2020 as Educational Support Professionals' Day

Proclamation - National Education Week.pdf

Instruction-Academic Services

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

Nov 2020 - Student Travel.pdf

12. C5 - Addendum A and Amendment to 2017-2022 UNF Dual Enrollment Articulation Agreement

Nov 2020 - UNF Clay Dual Enrollment Amendment 102120.pdf

Nov 2020 - UNF Addendum A 10-26-2020.pdf

Instruction-Exceptional Student Education

13. C6 - Advertise the 2019-2020 through 2021-2022 Special Policies and Procedures (SP&P) Manual and set the Public Hearing for December 10, 2020.

2019-2020 SP&P Clay.pdf

SIGNATURE PAGE-2019-2022 (fillable) (1).pdf

19-20 Revisions to SP&P Manual.pdf

Approval to Adv Revisions to 19 20 SP&P & Public Hearing.pdf

14. C7 - Maxim Health Care Services, Inc. Contract 2020-21

Maxim.pdf

Executed Maxim 210031.pdf

Instruction-Climate and Culture

15. C8 - Childrens Home Society and CCDS Data Share Agreement

SHARING AND PRIVACY AGREEMENT BETWEEN SBCC AND CHILDREN'S HOME SOCIETY REVISED Oct 16.docx AGAIN (2).pdf

Executed Sharing and Privacy Agreement between SB CC and Children's Home Society.pdf

Business Affairs

16. C9 - Proposed Allocation Changes for 2020-2021

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Allocation Summary - November 5, 2020 Update 2.pdf

Business Affairs-Accounting

17. C10 - Monthly Financial Reports for September, 2020

September 2020 Board Monthly Financial Report.pdf

June 2020 Board Monthly Property Report.pdf

July 2020 Board Monthly Property Report.pdf

August 2020 Board Monthly Property Report.pdf

September 2020 Board Monthly Property Report.pdf

Business Affairs-Internal Accounts

18. C11 - NSF Write-off Permission

MCE NSF board write offs..pdf

Business Affairs-Property

19. C12 - Deletion of Certain Items Report - October, 2020

Deletion Report-October, 2020.pdf

Operations-Facilities

20. C13 - Change Order #1 for Clay High School Security Lighting Repair/Replacement

Change Order #1 for Clay High School Security Lighting Repair Replacement.pdf

21. C14 - Change Order #1 for Orange Park High School HVAC Repair/Replacement (Building 4-Gymnasium)

Change Order #1 for Orange Park High School HVAC Repair Replacement BLDG 4.pdf

22. C15 - Change Order #1 for District Office Renovation/Remodel Building 1 West End

DO Renovation.Remodeleling Bldg. 1 CO 1.pdf

23. C16 - Pre-Qualification of Contractors

Table for Board Backup Contractor Prequal, 11.5.20.pdf

24. C17 - Project Priority List (P.P.L.) to Identify Eligible Projects for C.O. & D.S. Expenditures

PPL 11.5.20.pdf

25. C18 - School Concurrency Proportionate Share Mitigation (PSM) Development Agreement for Feed Mill Road Holdings LLC. (Avonlea Hills Project in the Lake Asbury Area)

Mitigation Agreement 11.5.20.pdf

Adoption of Consent Agenda

26. Adoption of Consent Agenda

Motion

Motion to Approve

Vote Results (*Approved*)

Motion: Janice Kerekes

Second: Mary Bolla

Janice Kerekes - Aye

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

CCEA Update (Victoria Kidwell)

CESPA Update (Lonnie Roberts)

Superintendent's Update and Presentations

27. Superintendent's Update

SB Superintendent's Update 11-5-2020 (1).pdf

Minutes:

Superintendent Broskie's update highlighted the following:

- Second Semester Survey re educational choice options for the second semester
- Teacher of the Year and Support Related Employee of the Year Celebrfations
- Principal and Assistant Principal of the Year - Jen Halter, Green Cove Springs Jr. High and Janice Tucker, Orange Park Junior High
- National School Public Relations Association recognition of Nicole Young, Coordinator of Communications, as an emerging leader in their 35 under 35 program
- Recognition of Board Chair Carol Studdard's 28 years of commitment and service to Clay County District Schools.

Discussion Agenda

Human Resources

28. D1 - Human Resources Special Action

Special Action A 11 5 2020.pdf (Confidential)

Motion

Motion to approve

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Janice Kerekes

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

Instruction-Exceptional Student Education

29. D2 - Public Hearing to Approve as Advertised the 2020-2021 through 2022-2023 Special Policies and Procedures (SP&P) Manual.

20-21 Revisions to SP&P Manual.pdf

SIGNATURE PAGE-2020-2023 (fillable).pdf

2020-2021 SP&P Clay.pdf

Legal Adv Public Hearing SP&P Manual.pdf

DRAFT

Minutes:

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

Motion

Motion to approve

Vote Results (*Approved*)

Motion: Tina Bullock

Second: Janice Kerekes

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

School Board Attorney Remarks (None)

School Board Member Remarks

30. School Board Member Comments

Minutes:

Board members expressed their appreciation for the approval of the ED.F.I.R.S.T referendum that will provide much-needed support for deferred maintenance needs throughout the district as well as their appreciation to Board Chair Carol Studdard for her dedication, commitment, friendship, and mentoring throughout her 28 years of service. Gratitude to military veterans and their families was also noted.

Adjournment

DRAFT

Superintendent of Schools **School Board Chairman**

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School Board of Clay County

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

November 17, 2020 - School Board Organization Meeting

Date: Nov 17 2020 (6:00 p.m.)

Invocation (Reverend Gerald A. "Jerry" Nordsiek, Jr., Lead Pastor, Advent Lutheran Church Orange Park)

Pledge of Allegiance

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

Swearing-In Ceremony

1. David S. Broskie, Superintendent of Schools

Minutes:

Bruce Bickner administered the Oath of Office to David Broskie.

2. Beth Clark, School Board Member District 2

Minutes:

Doug Matyi administered the Oath of Office to Beth Clark.

3. Mary Bolla - School Board Member District 4

Minutes:

Gerald Nordsiek, Jr. administered the Oath of Office to Mary Bolla.

Organization of the School Board

4. Elect School Board Chair

Minutes:

Ashley Gilhousen nominated Mary Bolla.

Tina Bullock nominated Janice Kerekes.

With no further nominations, the floor was closed for Chair and a verbal vote was taken on the first nomination.

Voting aye for Mary Bolla: Mrs. Clark, Mrs. Bolla, Mrs. Gilhousen

Mary Bolla was elected by a majority 3-0 vote.

5. Elect School Board Vice Chair

DRAFT

Minutes:

Janice Kerekes nominated Tina Bullock.

Beth Clark nominated Ashley Gilhousen.

With no further nominations, the floor was closed for Vice-Chair and a verbal vote was taken on the first nomination.

Voting aye for Tina Bullock: Mrs. Kerekes, Mrs. Bullock

A verbal vote was taken on the second nomination.

Voting aye for Ashley Gilhousen - Mrs. Clark, Mrs. Bolla, Mrs. Gilhousen

Ashley Gilhousen was elected by a majority 3-0 vote.

6. Establish Date and Time of Meetings

Minutes:

Janice Kerekes made a motion, which was seconded by Ashley Gilhousen, to approve the Superintendent's recommendation:

That the Board establish meeting dates and times for Regular School Board meetings for the period December 2020 through November 2021 as the first Thursday of each month with the exceptions of the December meeting, due to the Joint Conference, being held on Thursday, December 10, 2020, and the July meeting, due to the July 4th holiday, being held on Thursday, June 24, 2021. All meetings will be held at 6:00 p.m. at the Fleming Island High School in the Teacher Inservice Center.

Motion carried 5-0.

7. Authorize Payment of Bonds for School Board Chair and Vice-Chair

Minutes:

Motion to approve by Ashley Gilhousen, seconded by Janice Kerekes.

Motion carried 5-0.

8. Bank Resolutions Due to Change of School Board Chair and Vice-Chair

Minutes:

Motion to approve by Janice Kerekes, seconded by Tina Bullock.

Motion carried 5-0.

Adjournment (6:24 p.m.)

Superintendent of Schools

School Board Chairman

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

C2 - Revised 2021-2022 Student Calendar and Proposed Student 2022-2023 Calendar

Description

The District Calendar Committee, which is comprised of members who represent all major operations of the school district, elementary and secondary school principals, parents, Clay County Education Association (CCEA) and Clay Educational Staff Professional Association (CESPA), revised a student calendar for the 2021-2022 school year and developled a proposed calendar for the 2022-2023 school year.

The revisions in the previously board approved student calendar for 2021-2022 were due to two typos in the first nine weeks. The planning day was incorrectly typed as 10/8 and not 10/18 as it should have been. Additionally, the last day of the first nine weeks was written as Thursday, 10/15 where it should have been written as Friday, 10/15. Another change was to three dates for elementary early release days. The three date changes are as followed: 9/10 to 9/15, 2/18 to 2/16, and 4/29 to 4/27.

Gap Analysis

N/A

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

N/A

Recommendation

That the Clay County School Board aprove the recommended Student Calendar for the 2021-2022 & 2022-2023 school years.

Contact

Terri Dennis, Chief of Staff, terri.dennis@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- _Student Calendar 2021-2022 Revised.pdf
- Calendar - Student 2022- 2023 (2).pdf

DRAFT

SCHOOL DISTRICT OF CLAY COUNTY
STUDENT CALENDAR
2021-2022

Monday, August 2, 2021	First Day, Teacher
Thursday, August 5, 2021	Inservice Day
Tuesday, August 10, 2021	First Day, Students
Monday, September 6, 2021	Labor Day, Student/Teacher Holiday
Friday, October 15, 2021	End First Grading Period (48 days)
Monday, October 18, 2021	Planning Day/Student Holiday
Thursday, November 11, 2021	Veterans' Day, Student/Teacher Holiday
Monday, November 22 thru Friday, November 26, 2021	Thanksgiving, Student/Teacher Holidays
Friday, December 17, 2021	End Second Grading Period (38 days)
Monday, December 20, 2021- January 2, 2022	Christmas/New Year's Break, Student/Teacher Holidays
Monday, January 3, 2022	Planning Day/Student Holiday
Tuesday, January 4, 2022	Students Return to School
Monday, January 17, 2022	Martin Luther King Day, Student/Teacher Holiday
Monday, February 21, 2022	Presidents' Day, Student/Teacher Holiday
Friday, March 11, 2022	End Third Grading Period (47 days)
Monday, March 14 - March 18, 2022	Spring Break, Student/Teacher Holidays
Monday, March 21, 2022	Planning Day, Student Holiday
Tuesday, March 22, 2022	Students Return to School
Friday, April 8, 2022	Fair Day, Student/Teacher Holiday
Friday, April 15, 2022	Good Friday, Student/Teacher Holiday
Friday, May 27, 2022	Last Day, Students (4th Grading Period - 47 days)
Monday, May 30, 2022	Memorial Day (Observed), Teacher Holiday
Tuesday, May 31, 2022	Last Day, Teachers – Planning Day

DRAFT

GRADUATION: Friday, May 20, 2022

EARLY DISMISSAL DAYS

ELEMENTARY SCHOOLS
Sept. 15, 2021/ Oct. 29, 2021/ Dec. 17, 2021
Feb. 16, 2022/ April 27, 2022/ May 27, 2022

JUNIOR HIGH/ HIGH SCHOOLS ONLY
Dec. 15,16, & 17, 2021
May 25, 26, & 27, 2022

INTERIM REPORTS TO PARENTS

September 10, 2021
November 12, 2021
February 4, 2022
April 22, 2022

REPORT CARDS TO PARENTS

Available thru the Parent Portal Account
https://focus.oneclay.net

Oct. 22, 2021
Jan. 7, 2022
March 25, 2022
June 3, 2022

School Board Approved: December 12, 2019
Revised and Board Approved:

SCHOOL BOARD OF CLAY COUNTY
Student Calendar
2022-2023

Monday, August 1, 2022	First Day, Teacher
Thursday, August 4, 2022	Inservice Day
Tuesday, August 9, 2022	First Day, Students
Monday, September 5, 2022	Labor Day, Student/Teacher Holiday
Friday, October 14, 2022	End First Grading Period (48 days)
Monday, October 17, 2022	Planning Day/Student Holiday
Friday, November 11, 2022	Veterans' Day, Student/Teacher Holiday
Monday, November 21 thru Friday, November 25, 2022	Thanksgiving, Student/Teacher Holidays
Wednesday, December 21, 2022	End Second Grading Period (41 days)
Thursday, December 22, 2022- January 3, 2023	Christmas/New Year's Break, Student/Teacher Holidays
Wednesday, January 4, 2023	Planning Day/Student Holiday
Thursday, January 5, 2023	Students Return to School
Monday, January 16, 2023	Martin Luther King Day, Student/Teacher Holiday
Monday, February 20, 2023	Presidents' Day, Student/Teacher Holiday
Friday, March 10, 2023	End Third Grading Period (45 days)
Monday, March 13 - March 17, 2023	Spring Break, Student/Teacher Holidays
Monday, March 20, 2023	Planning Day, Student Holiday
Tuesday, March 21, 2023	Students Return to School
Friday, March 31, 2023	Fair Day, Student/Teacher Holiday
Friday, April 7, 2023	Good Friday, Student/Teacher Holiday
Thursday, May 25, 2023	Last Day, Students (4th Grading Period - 46 days)
Friday, May 26, 2023	Last Day, Teachers – Planning Day
Monday, May 29, 2023	Memorial Day (Observed)

DRAFT

GRADUATION: Friday, May 19 , 2023

EARLY DISMISSAL DAYS

ELEMENTARY SCHOOLS

Sept. 14, 2022/ Oct. 31, 2022/ Dec. 21, 2022
Feb. 15, 2023/ April 26, 2023/ May 25, 2023

JUNIOR HIGH/ HIGH SCHOOLS ONLY

Dec. 19, 20, & 21, 2022
May 23, 24, & 25, 2023

INTERIM REPORTS TO PARENTS

September 9, 2022
November 18, 2022
February 10, 2023
April 21, 2023

REPORT CARDS TO PARENTS

Available thru the Parent Portal Account
https://focus.oneclay.net

Friday, Oct. 21, 2022
Tuesday, Jan. 10, 2023
Friday, March 24, 2023
Friday, June 2, 2023

School Board Approved:

December 10, 2020 - Regular School Board Meeting

Title

C3 - Employee Work Calendar for 2021-2022

Description

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

Gap Analysis

N/A

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

N/A

Recommendation

We are asking the Clay County School Board to approve the recommended Employee Work Calendar for the 2021-2022 school year.

Contact

Terri Dennis, Chief of Staff, terri.dennis@myoneclay.net

Financial Impact

N/A

Review Comments

Attachments

- Calendar - Employee Work - 2021-2022 (1).pdf

DRAFT

School District of Clay County
Employee Work Calendar
2021-2022

Thursday, July 1, 2021	First Day, All 12-Month Personnel (4-Day Week)
Monday, July 5, 2021	Independence Day (Observed), Non-Working Day, *ALL PERSONNEL*
Tuesday, July 20, 2021	First Day, 11-Month Personnel, Instructional & Support **(9.38 hr. 4 day work week)**
Monday, August 2, 2021	First Day, 10-Month Personnel, Instructional, Support & Cafeteria Managers
Friday, August 6, 2021	First Day, 9-Mo. Teacher Assts, 9-Mo. Instr. Assts. (Except Elem. ISS Assistants)
Monday, August 9, 2021	First Day, 9-Mo. Cafeteria Assts. & Van Drivers
Tuesday, August 10, 2021	First Day, 9- Mo. Elementary ISS Assistants, Fuel Attendant, Bus Drivers, Bus Monitors
Monday, September 6, 2021	Labor Day - Non-Working Day, *ALL PERSONNEL*
Monday, October 18, 2021	Planning Day, **Working Day**, All 10, 11, 12-Mo. Personnel Non-Working Days, All 9 Mo. Personnel
Thursday, November 11, 2021	Veterans' Day (Observed), Non-Working Day, *ALL PERSONNEL*
Monday, Nov. 22 – Friday, Nov. 26, 2021	Thanksgiving, Non-Working Days, All 9, 10, 11-Mo. Personnel
Thursday, Nov. 25 & Friday, Nov. 26, 2021	Thanksgiving, Non-Working Days, *ALL PERSONNEL*
Monday, Dec. 20, 2021 thru Friday, Dec. 31, 2021	Christmas/New Year's, Non-Working Days, All 9, 10, 11-Mo. Personnel **Working Days**, All 12-Mo. Personnel
Friday, December. 24, 2021	Christmas Day (Observed), Non-Working Day, *ALL PERSONNEL*
Friday, December 31, 2021	New Year's Day (Observed), Non-Working Day, *ALL PERSONNEL*
Monday, January 3, 2022	Planning Day, **Working Days**, All 10, 11, 12-Mo. Personnel Non-Working Days, All 9 Mo. Personnel
Monday, January 17, 2022	Martin Luther King Day, Non-Working Day, *ALL PERSONNEL*
Monday, February 21, 2022	Presidents' Day, Non-Working Day, All 9, 10, 11 Mo. Personnel & Cafeteria Managers **Working Day**, All 12-Mo. Personnel
Monday, March 14 thru Friday March 18, 2022	Spring Break, Non -**Working Days**, All 9, 10, 11-Mo. Personnel **Working Days**, All 12-Mo Personnel
Monday, March 21, 2022	Planning Day, **Working Days**, All 10, 11, 12 Mos. Personnel Non-Working Day, All 9 Mo. Personnel
Friday, April 8, 2022	Fair Day, Non-Working Day, All 9, 10, 11 Mo. Personnel **Working Day**, Cafeteria Managers & 12 Mos. Personnel
Friday, April 15, 2022	Good Friday (Observed), Non-Working Day, *ALL PERSONNEL*
Tuesday, May 24, 2022	Last Day, 9- Mo. Elementary ISS Assts.
Thursday, May 26, 2022	Last Day, 9- Mo. Secondary Cafe Assts. and Van Drivers
Friday, May 27, 2022	Last Day, ALL 9-Mo. Bus Drivers, Fuel Attendants, Bus Monitors, Elementary Cafeteria Assts. & Van Drivers, Teacher Assts., Instructional Assts.
Monday, May 30, 2022	Memorial Day, Non-Working Day, *ALL PERSONNEL*
Tuesday, May 31, 2022	Last Day, 10-Month Instructional, Support & Cafeteria Managers
Monday, June 6, 2022	***4-Day Work Week Begins***
Tuesday, June 14, 2022	Last Day, 11-Mo. Instr. & Support Personnel
Thursday, June 30, 2022	Last Day, All 12-Mo. Personnel (4-Day Week)

Altered 9-Month Calendars for Early Dismissal: ALL Early Dismissal Days are Working Days except for:
9-Month Elementary/ Cafeteria Assistants/Van Drivers ONLY – Non-Working Days, Dec. 20 & 21, 2021
9-Month Jr./Sr. High Cafeteria Assistants/Van Drivers ONLY – Non-Working Days, Dec. 17, 2021 & May 27, 2022
Board Approved:

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

C4 - Salary Schedule - Section IV, Miscellaneous (Substitutes - Minimum Wage Increase)

Description

Florida Statutes 1012.22 and 1012.27 require the district school board and superintendent to adopt a salary schedule to be used as a basis for paying school district employees. Any changes or revisions made to the salary schedule throughout the school year are brought to the School Board for approval.

Florida's minimum wage for 2020 was $8.56 per hour. Effective January 1, 2021, Florida's minimum wage was increased to $8.65 per hour. This revision to the salary schedule reflects that change.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

N/A

Recommendation

Approve Section IV Miscellaneous Salary Schedule - Minimum Wage, as requested.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. Brenda.Troutman@myoneclay.net, 904.336.6701

Financial Impact

One (1) employee is affected by this change, which equals $175.50 for the calendar year 2021.

Review Comments

Attachments

2021 Minimum Wage Increase - Salary Schedule.pdf

DRAFT

2019-2020
SUPPORT SALARY SCHEDULE
SUBSTITUTES (NON-BARGAINING UNIT POSITIONS)

1. SUBSTITUTES:

Category:	
Secretarial/Clerical	~~$8.56~~ 8.65 per hour (Eff. 01/01/2021)
Noon Day Shuttle Bus Runs	~~$8.56~~ 8.65 per hour (Eff. 01/01/2021)
Substitute Bus Drivers for Field Trips/Extra Trips	$13.00 per hour
Bus Driver Interns for Field Trips/Extra Trips	$13.00 per hour

Bus Driver Intern	$.25 per hour less than Step **7** hourly rate for regular bus drivers.
Substitute Bus Drivers	$.50 per hour less than Step **7** hourly rate for regular bus drivers.
Substitute Licensed Practical Nurse	$.50 per hour less than Step 1 hourly rate for regular Licensed Practical Nurse.
Substitute ESE Interpreter	$.50 per hour less than Step 1 hourly rate for regular ESE Interpreter I.
Substitute Custodian	$.50 per hour less than Step 1 hourly rate for regular Custodian.
Substitute Cafeteria Assistant	$.50 per hour less than Step 1 hourly rate for regular Cafeteria Assistant.
Substitute Bus Monitor	$0.25 per hour less than Step 1 hourly rate for regular Bus Monitor.
Substitute Clinic Assistant	$.50 per hour less than Step 1 hourly rate for regular Health Assistant

A. Minimum Guaranteed Work Hours

1) Bus Driver Interns shall be guaranteed a minimum of 5.5 hours per day, for each day of reporting, during the 180 student days in the regular school calendar
2) Bus Driver substitutes shall be guaranteed a minimum of 4.5 hours per day, for each day of reporting, during the 180 student days in the regular school calendar

B. Benefits

Effective 9/20/02, Bus Driver Interns and Bus Driver substitutes are eligible to enroll in the District's comprehensive hospital-surgical-major medical and group life insurance policy at group rates equivalent to those of regular employees.

2. OTHER:

Temporary Adult Labor (when authorized by Superintendent)	~~$8.56~~ 8.65 per hour (Eff. 01/01/2021)

3. SPECIAL GRANT PERSONNEL:

Part-time labor employed by the Superintendent under special grant or through inter-governmental agreements will be paid an amount to be determined by the School Board.

DRAFT

4. STUDENT LABOR (High School):

When used as part-time help, and authorized by the Superintendent, students shall be paid at the following rate:

$~~$8.56~~ 8.65 per hour (Eff. 01/01/2021)

5. OTHER PROGRAMS (Other than 310 Agreements)

Individuals employed as supervisors of student workers or to complete special temporary assignments, shall be paid as follows at the discretion of the Superintendent or his/her designee:

1. An hourly rate of pay equivalent to their normal rate of pay in effect, or
2. The rate of pay for the position employed in, based on Grade and Step of the Support Salary Schedule (not to exceed step 5), as determined by the Superintendent or his/her designee, or
3. A rate of pay selected from the rate determined for Temporary Adult Labor.

6. TRAINING BONUS - BUS DRIVERS

Following successful completion of all required pre-service training and screenings, bus drivers shall be paid a one-time bonus of $500.00.

Upon completion of 90 working days of service, intern bus driver shall be paid a one-time bonus of $500.00

In order to enroll in the training program, applicants must complete the following:

1. Fingerprinting
2. Background check
3. Drug Screening
4. DMV license check which meet requirements for hire
5. Physical Exam

7. SCHOOL SAFETY OFFICERS (Non-Bargaining Unit Position)

1. School Safety Officers shall be paid an hourly rate of $15.95.
2. Lead School Safety Officers shall be paid at an hourly rate of $17.43.

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School Board Approved: 5/3/2018, 6/7/18, 11/7/19, 01/09/2020, 12/10/2020

Notice to Employees
Minimum Wage in Florida

The 2021 minimum wage in Florida is $8.65 per hour, effective January 1, 2021, with a minimum wage of at least $5.63 per hour for tipped employees, in addition to tips.

The minimum wage rate is recalculated yearly on September 30, based on the Consumer Price Index.

An employer may not retaliate against an employee for exercising his or her right to receive the minimum wage. Rights protected by the State Constitution include the right to:

1. File a complaint about an employer's alleged noncompliance with lawful minimum wage requirements.
2. Inform any person about an employer's alleged noncompliance with lawful minimum wage requirements.
3. Inform any person of his or her potential rights under Section 24, Article X of the State Constitution and to assist him or her in asserting such rights.

An employee who has not received the lawful minimum wage after notifying his or her employer and giving the employer 15 days to resolve any claims for unpaid wages may bring a civil action in a court of law against an employer to recover back wages plus damages and attorney's fees.

An employer found liable for intentionally violating minimum wage requirements is subject to a fine of $1,000 per violation, payable to the state. The Attorney General or other official designated by the Legislature may bring a civil action to enforce the minimum wage.

For details, see Section 24, Article X of the State Constitution and Section 448.110, Florida Statutes.

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

C5 - Personnel Consent Agenda

Description

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

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

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

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

Recommendation

To approve the Personnel Consent Agenda.

Contact

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

Financial Impact

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

Review Comments

Attachments

Personnel Consent Agenda 12.10.2020.pdf

DRAFT

DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA

December 10, 2020

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I. Administrative Actions

A. APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

I. Administrative Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

I. Administrative Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Previous Assignments

DRAFT

I. Administrative Actions

D. TRANSFER

	Name/Assignment	Site	Contract

DRAFT

I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action

DRAFT

I. Administrative Actions

F. SUPPLEMENT

	Name/Assignment	Site	

DRAFT

I. Administrative Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
GILMORE, KEYONDA MARIE AREA MANAGER, TRANSPORTATION 12 MONTH	Transportation	Effective 2020-11-02 12 MONTH / Annual

DRAFT

I. Administrative Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

I. Administrative Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignments

DRAFT

I. Administrative Actions

D. TRANSFER

Name/Assignment	Site	Contract
FOSSA, JAMES FARNHAM FPC COOR, PLAN/INTERGOV REL 12 MONTH	Division Of Support Services	Effective 2020-11-01 /transfer from / SUPV OPERATION/SAFETY/SECURITY

DRAFT

I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action

DRAFT

I. Administrative Actions

F. SUPPLEMENT

	Name/Assignment	Site	

DRAFT

II. Job Description Actions

NONE

DRAFT

III. Instructional Actions

A. APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

III. Instructional Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract

DRAFT

III. Instructional Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Effective/Action

DRAFT

III. Instructional Actions

D. TRANSFER

	Name/Assignment	Site	Previous Assignment

DRAFT

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action

DRAFT

III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action

DRAFT

III. INSTRUCTIONAL ACTIONS 2019-2020

G. PENDING APPOINTMENTS

Name/Assignment	Location	Effective

NONE

DRAFT

III. INSTRUCTIONAL ACTIONS 2019-2020

H. OUT OF FIELD

Name	Subject	OOF Subject	Site	Effective

NONE

DRAFT

III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
AIKEN, CANDIS PAIGE OHS TEACHER, SCIENCE, SH 10 MONTH	Oakleaf High School	Effective 2020-11-02 10 MONTH / Instructional Probationary Annual
CRAWFORD, RANDALL J OPJ TEACHER, BUSINESS ED 10 MONTH	Orange Park Jr High	Effective 2020-11-13 10 MONTH / Instructional Probationary Annual
DALY, SANDRA V RHS TEACHER, FOREIGN LANG, SH 10 MONTH	Ridgeview High School	Effective 2020-10-27 10 MONTH / Instructional Probationary Annual
EVANS, ILISSA RAE MRE TEACHER, VE/INCLUSION 10 MONTH	Mcrae Elementary	Effective 2020-10-30 10 MONTH / Instructional Probationary Annual
FIGUEROA MERLE, ERICK YADIER OLJ TEACHER, PHYSICAL ED JH 10 MONTH	Oakleaf Junior High School	Effective 2020-11-04 10 MONTH / Instructional Probationary Annual
FLY, FAITH MIRACLE FYA TEACHER, DROPOUT PREV SH 10 MONTH	FL Youth Challenge Academy	Effective 2020-10-15 10 MONTH / Instructional Probationary Annual
FORTSON, ROBERT C WJH TEACHER, MATHEMATICS, JH 10 MONTH	Wilkinson Jr High	Effective 2020-10-22 10 MONTH / Instructional Probationary Annual
GRIMSLEY, CONCETTA A RVE TEACHER, VE SELF-CONTAINED 10 MONTH	Ridgeview Elementary	Effective 2020-11-03 10 MONTH / Instructional Probationary Annual
HOWARD, JACQUELINE DENISE TES TEACHER, SC, FIFTH GR 10 MONTH	Tynes Elementary	Effective 2020-10-23 10 MONTH / Instructional Probationary Annual
HOWE III, RAYMOND KING BLC TEACHER, VE SELF-CONTAINED 10 MONTH	Bannerman Learning Center	Effective 2020-11-04 10 MONTH / Instructional Probationary Annual
LOHSE, ALISHA ROSE CEB COUNSELOR, ELEM 10 MONTH	Charles E. Bennett Elementary	Effective 2020-10-28 10 MONTH / Instructional Probationary Annual
LYNCH, TIFFANY LISA STS SCHOOL SOCIAL WORKER 10 MONTH	Student Services	Effective 2020-11-09 10 MONTH / Instructional Probationary Annual
MARTIN, TIFFANY SPENCER ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Shadowlawn Elementary	Effective 2020-10-26 10 MONTH / Instructional Probationary Annual
MCNABB, MARY MADALINE LAE TEACHER, SC, KINDERGARTEN 10 MONTH	Lake Asbury Elementary	Effective 2020-11-02 10 MONTH / Instructional Probationary Annual
ROMERO, FELICIA WINDHAM TES TEACHER, VE/INCLUSION 10 MONTH	Tynes Elementary	Effective 2020-11-02 10 MONTH / Instructional Probationary Annual
SCHOENINGER, JOHN C OPJ TEACHER, SOC STUD, JH 10 MONTH	Orange Park Jr High	Effective 2020-10-28 10 MONTH / Instructional Probationary Annual

DRAFT

III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
STANSBERRY JR, REESE E FIH TEACHER, TECHNOLOGY ED 10 MONTH	Fleming Island High School	Effective 2020-11-03 10 MONTH / Instructional Probationary Annual
VALINSKI, MELISSA PAIGE SLE TEACHER, SC, FOURTH GR 10 MONTH	Shadowlawn Elementary	Effective 2020-10-22 10 MONTH / Instructional Probationary Annual
WALTBILLIG, ANGELA MEYN LAJ TEACHER, SCIENCE, JH 10 MONTH	Lake Asbury Junior High School	Effective 2020-11-02 10 MONTH / Instructional Probationary Annual
WALTON, KARLEEN MARIE LAE COUNSELOR, ELEM 10 MONTH	Lake Asbury Elementary	Effective 2020-11-06 10 MONTH / Instructional Probationary Annual
WEAVER, KRISTEN MARIE PES TEACHER, SC, KINDERGARTEN 10 MONTH	Robert M. Paterson Elementary	Effective 2020-10-28 10 MONTH / Instructional Probationary Annual
WOOD, JULIANNE ROE TEACHER, SC, THIRD GR 10 MONTH	Rideout Elementary	Effective 2020-11-09 10 MONTH / Instructional Probationary Annual
YOUNG, LEEANNA JEAN ESE STAFFING SPECIALIST 10 MO 10 MONTH	Thunderbolt Elementary	Effective 2020-10-19 10 MONTH / Instructional Probationary Annual

DRAFT

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
THOMAS, ANTONIO NAJEE OPH TEACHER, VE SELF-CONTAINED 10 MONTH	Orange Park High	10 MONTH / Annual

DRAFT

III. Instructional Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Effective/Action

DRAFT

III. Instructional Actions

D. TRANSFER

Name/Assignment	Site	Previous Assignment
GULLETT, CAREY PIERCE OPE TEACHER, VE/INCLUSION 10 MONTH	Doctors Inlet Elementary	Effective 2020-11-30 /transfer from / DIS TEACHER, SC, SECOND GR
MORGAN, KRISTI C KHH TEACHER, VE/INCLUSION 10 MONTH	Mcrae Elementary	Effective 2020-11-30 /transfer from / MRE TEACHER, PRE-KDG/ASD ESE

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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action
	BEYER, BRADLEY THOMAS OPH TEACHER, INDUSTRIAL ED 10 MONTH	Orange Park High	Effective 2020-10-23 RESIGNATION
	CHAPMAN, KEBRINA MARIE RVE TEACHER, SC, FIFTH GR 10 MONTH	Ridgeview Elementary	Effective 2020-11-10 RESIGNATION
	CORRITORE, JENNIFER JOY CVA TEACHER, MATHEMATICS, JH 10 MONTH	Clay Virtual Academy	Effective 2020-11-05 RESIGNATION
	FIELD, ERICA DOE TEACHER, SCIENCE RESOURCE 10 MONTH	Discovery Oaks Elementary	Effective 2020-11-02 RESIGNATION
	FIELDS, KISHINNA T B OPJ TEACHER, SCIENCE, JH 10 MONTH	Orange Park Jr High	Effective 2020-11-13 RESIGNATION
	FORTUNE, JOSEPH EDWARD DOE TEACHER, SC, SIXTH GR 10 MONTH	Discovery Oaks Elementary	Effective 2020-10-23 CONCLUDE EMPLOYMENT
	GRIBBEN, MARK ANDREW CVA TEACHER, SCIENCE, JH 10 MONTH	Clay Virtual Academy	Effective 2020-10-30 RETIREMENT
0.9	GRIMSLEY, CONCETTA A RVE BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview Elementary	Effective 2020-11-02 RESIGNATION
	HERSEY, JEREMIAH A KHH TEACHER, MATHEMATICS, SR 10 MONTH	Keystone Heights High School	Effective 2020-10-30 RESIGNATION
	HOGMIRE, JOSHUA JAMES OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-11-20 RESIGNATION
	HOLT, PAULA RENEA CEB TEACHER, SC, SIXTH GR 10 MONTH	Charles E. Bennett Elementary	Effective 2020-10-23 RESIGNATION
	JOHNSON, TRACE MORGAN RHS TEACHER, VE/INCLUSION 10 MONTH	Ridgeview High School	Effective 2020-11-20 RESIGNATION
	JORDAN, MARY MONICA OPH TEACHER, VE SELF-CONTAINED 10 MONTH	Orange Park High	Effective 2020-11-03 RESIGNATION
	MAGNUSSON, KARL DANIEL B RVE TEACHER, VE SELF-CONTAINED 10 MONTH	Ridgeview Elementary	Effective 2020-10-30 RESIGNATION
	MCGERALD, SARAH THERESA TES TEACHER, SC, FOURTH GR 10 MONTH	Tynes Elementary	Effective 2020-12-22 RESIGNATION
	MILLER, MOLLY JEAN LAE TEACHER, SC, KINDERGARTEN 10 MONTH	Lake Asbury Elementary	Effective 2020-10-30 RESIGNATION
	MORA, DEBRA JEAN LAJ TEACHER, VE SELF-	Lake Asbury Junior High School	Effective 2020-12-22 RETIREMENT

DRAFT

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action
	CONTAINED 10 MONTH		
	PENNYBAKER, WILLIAM W OLJ TEACHER, READING, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-11-10 CONCLUDE EMPLOYMENT
	RUFF, JADEN A GPE TEACHER, SC, KINDERGARTEN 10 MONTH	Grove Park Elementary	Effective 2020-11-02 RESIGNATION
	RUSSELL, SAMANTHA LEE ESE TEACHER OCCUPATION THERAPI 10 MONTH	Oakleaf Village Elementary	Effective 2020-10-27 RESIGNATION
	SANDERSON, TAMMY L CEB TEACHER, SC, FOURTH GR 10 MONTH	Charles E. Bennett Elementary	Effective 2020-10-23 RESIGNATION
0.8	SCHOENINGER, JOHN C OPJ IN SCHOOL SUSPENSION 9 MON SU	Orange Park Jr High	Effective 2020-10-27 RESIGNATION
	SMITH, SHAWN CHARESE LJH COUNSELOR, JH 11 MONTH 11 MONTH	Lakeside Junior High	Effective 2020-11-20 RESIGNATION
0.9	WEAVER, KRISTEN MARIE PES GENERAL HEALTH ASSISTA 9 MON SU	Robert M. Paterson Elementary	Effective 2020-10-27 RESIGNATION
	WESTER, MINDY LEE KHE TEACHER, SC, THIRD GR 10 MONTH	Keystone Heights Elementary	Effective 2020-11-20 RESIGNATION
	WHITE, JENNIFER LYNN MHS TEACHER, FAMILY/CONSUMER 10 MONTH	Middleburg High	Effective 2020-12-22 RESIGNATION
	WOO, KIMBERLEY ANN OLJ COUNSELOR, JH 11 MONTHS 11 MONTH	Oakleaf Junior High School	Effective 2020-11-13 RESIGNATION

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III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	ARNETTE, ROBERT BRYAN OHS TRACK HD SH SUPPLEME	Oakleaf High School	Appointment
0.3	BAKER, SARAH A MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
0.3	BOONE, KELLY RAE MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	BUCKLEW, BAIRE FIH SOFTBALL FP HD JV SUPPLEME	Fleming Island High School	Appointment
0.5	CARTER, JESSICA DYKES KHH FLAG FOOTBALL HD SH/JH SUPPLEME	Keystone Heights Elementary	Appointment
0.1	CLARK, TREVOR M RHS (.128) SIXTH PERIOD SUPPLEME	Ridgeview High School	Appointment
	COLE, FREDERICK DARNELL OHS BASKETBALL HD SH SUPPLEME	Oakleaf High School	Appointment
	DANIELS, JUSTIN LEE OPJ WRESTLING HD JH SUPPLEME	Orange Park High	Appointment
	FAVORS, ANTHONY GEAN CHS VOLLEYBALL HD JV SUPPLEME	Clay High	Appointment
	FLAHERTY, BRIAN PATRICK CHS FOOTBALL ASST HS 25% SUPPLEME	Clay High	Appointment
	FLAHERTY, BRIAN PATRICK CHS FOOTBALL ASST SH 75% SUPPLEME	Clay High	Appointment
0.5	GIBSON, HEATHER LYNN KHE ESE INTERVENTION FAC. SUPPLEME	Keystone Heights Elementary	Appointment
	GOODWIN, ADAM GRAY MHS SOCCER HEAD JV SUPPLEME	Middleburg High	Appointment
	GRANESE, ROBERT MICHAEL OPJ DEPT HEAD (11-16 SUPPLEME	Orange Park Jr High	Appointment
	HAMMONDS, SUSAN B CVA ESE INTERVENTION FAC. SUPPLEME	Clay Virtual Academy	Appointment
0.5	HOGMIRE, JOSHUA JAMES OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Resignation
	LEITHEISER, BETH COLLEEN KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
	LESTER, SHELLEY A OPJ TITLE 1 SUP ED SUPPLEME	Orange Park Jr High	Appointment
	MARSH, VIRGINIA NICOLE MCE DEPT HD (3-5)	Montclair Elementary	Appointment

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III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	SUPPLEME		
	MARSHALL, RICHARD BRANDON KHH WRESTLING HD SH SUPPLEME	Keystone Heights High School	Resignation
	MONCRIEF, HELEN SUZANNE KHH TRACK HD SH SUPPLEME	Keystone Heights High School	Appointment
0.1	NESI, ALBERT RHS (.128) SIXTH PERIOD SUPPLEME	Ridgeview High School	Appointment
	OSBORNE, CHRISTINA MARIE KHH NATIONAL BETA CLUB SP SUPPLEME	Keystone Heights High School	Appointment
0.5	POUPARD, MINDY MICHELLE KHH FLAG FOOTBALL HD SH/JH SUPPLEME	Keystone Heights Elementary	Appointment
	QUALLS, TRISHA ELAINE KHH TRACK HD JH SUPPLEME	Keystone Heights High School	Appointment
0.1	RANDALL, ANGELA JO RHS (.128) SIXTH PERIOD SUPPLEME	Ridgeview High School	Appointment
0.5	REHMAN, JUDY REBECCA OPH DEPT HD (3-5) SUPPLEME	Orange Park High	Appointment
	REYNOLDS JR, STEVEN MICHAEL KHH BASKETBALL HD JH SUPPLEME	Keystone Heights Elementary	Appointment
	REYNOLDS JR, STEVEN MICHAEL KHH FOOTBALL ASST HS 25% SUPPLEME	Keystone Heights Elementary	Appointment
	REYNOLDS JR, STEVEN MICHAEL KHH FOOTBALL ASST SH 75% SUPPLEME	Keystone Heights Elementary	Appointment
0.1	RODERICK, RORY G OHS (.128) SIXTH PERIOD SUPPLEME	Oakleaf High School	Appointment
0.1	SCHULTZ, HOLLI K OHS (.128) SIXTH PERIOD SUPPLEME	Oakleaf High School	Appointment
	SCOTT, JACOB THOMAS OHS WEIGHTLIFTING HD SH SUPPLEME	Oakleaf High School	Appointment
	SHAW, MARY KAREN KHH TRACK ASST SH SUPPLEME	Keystone Heights High School	Appointment
0.1	SKAPETIS, DEVAN S RHS (.128) SIXTH PERIOD SUPPLEME	Ridgeview High School	Appointment
	SOLOMON, GUSSIE LAFREDA OHS BASKETBALL ASST SH SUPPLEME	Clay Virtual Academy	Resignation

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III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	SOLOMON, GUSSIE LAFREDA OPH BASKETBALL ASST SH SUPPLEME	Clay Virtual Academy	Appointment
	TAYLOR, LAURA M CGE TT1 SUP ED SUPPLEME	Coppergate Elementary	Appointment
	THURMAN, KATHERINE JENNIFER CVA ESE INTERVENTION FAC. SUPPLEME	Clay Virtual Academy	Resignation
	TRAYWICK, BENJAMIN D FIH TRACK ASST SH SUPPLEME	Middleburg Elementary	Resignation
	USON, JEWEL SHAY DOE DEPT HD (3-5) SUPPLEME	Discovery Oaks Elementary	Appointment
0.5	WHITE, JENNIFER LYNN MHS CO-CURR CLUB SUPPLEME	Middleburg High	Resignation
	WILLIS, TRACINA MONTAE DOE TECH COACH ELEM SUPPLEME	Discovery Oaks Elementary	Appointment

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III. INSTRUCTIONAL ACTIONS 2020-2021

G. PENDING APPOINTMENTS

Name	Site	Subject	OOF Subject	Effective

NONE

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III. INSTRUCTIONAL ACTIONS 2020-2021

H. OUT OF FIELD

Name	Site	Subject	OOF Subject	Effective

NONE

DRAFT

IV. INSTRUCTIONAL 2019-2020 MISCELLANEOUS ACTIONS

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
NONE		

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

C. ADULT EDUCATION

Appointments

NONE

DRAFT

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2020-2021

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2020-2021

C. ADULT EDUCATION

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2019-2020

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2020-2021

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

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VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	

DRAFT

VI. Support Actions

B. RE-APPOINTMENT

Name/Assignment	Site	

DRAFT

VI. Support Actions

C. RE-DESIGNATION

	Name/Assignment	Site	

DRAFT

VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
BRIDGES, JOSHUA LANE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-06-03 CONCLUDE EMPLOYMENT

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VI. Support Actions

F. SUPPLEMENT

	Name/Assignment	Site	

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VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	AUDLEY JR, MICHAEL PATRICK LJH CUSTODIAN 12 MO SU	Lakeside Junior High	Effective 2020-10-27 12 MO SU / Annual
0.9	BARRON, LAURA STEWART RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	Effective 2020-10-12 9 MON SU / Annual
	BEAUDROT, DENISE NICHOLE TBE SECRETARY 11 MO 11 MONTH	Thunderbolt Elementary	Effective 2020-10-30 11 MONTH / Annual
	BENEDICT, SHANNON NICOLE-PHA WJH MEDIA TECHNICAL ASST 10 MONTH	Wilkinson Jr High	Effective 2020-10-19 10 MONTH / Annual
	BJELANOVIC, NEVENKA ROE CUSTODIAN 12 MO SU	Rideout Elementary	Effective 2020-10-12 12 MO SU / Annual
	BONIFACE, EYDEE JENNIFER TBE REGISTERED NURSE 10 MONTH	Thunderbolt Elementary	Effective 2020-10-12 10 MONTH / Annual
	BRIGHT, CHRISTINE NICOLE SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2020-11-06 12 MO SU / AC Safety and Security
0.8	BROCK, AMANDA JANE DOE IN SCHOOL SUSPENSION 9 MON SU	Discovery Oaks Elementary	Effective 2020-10-12 9 MON SU / Annual
0.9	BULLARD, MICHELLE STEWART RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	Effective 2020-10-12 9 MON SU / Annual
0.8	CARTER, DARLENE SPC GENERIC CLASSROOM ASSISTAN 9 MON SU	Swimming Pen Creek Elem	Effective 2020-10-27 9 MON SU / Annual
	DOUGHERTY, MARILOU LYNNE OVE SECRETARY 11 MO 11 MONTH	Oakleaf Village Elementary	Effective 2020-10-19 11 MONTH / Annual
	DRURY, ZOIE C SLE CAFE ASSISTANT 4.25 HOURS 9 MON CA	Shadowlawn Elementary	Effective 2020-11-03 9 MON CA / Annual
0.4	FORD, SHERLYN ELAINE OLJ COMPUTER LAB ASSISTANT 9 MON SU	Oakleaf Junior High School	Effective 2020-11-06 9 MON SU / Annual
0.9	HAMILTON, SHERRY LYNNE OPJ GENERAL HEALTH ASSISTA 9 MON SU	Orange Park Jr High	Effective 2020-11-02 9 MON SU / Annual
	HESS, IAN MICHAEL LAE CUSTODIAN 12 MO SU	Lake Asbury Elementary	Effective 2020-10-15 12 MO SU / Annual
0.7	LARSON, KRYSTIN TAYLOR WEC IN SCHOOL SUSPENSION 9 MON SU	W.E. Cherry Elementary	Effective 2020-10-22 9 MON SU / Annual
0.9	LEBLANC, MACKENZIE EVONNE LAE BEHAVIORAL HEALTH	Lake Asbury Elementary	Effective 2020-10-20 9 MON SU / Annual

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VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	ASST 9 MON SU		
0.9	LOHSE, TRACY LYNNE LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2020-10-27 9 MON SU / Annual
0.8	LOTT, THATIANA PATRICIA TBE ESOL CLASSROOM ASSISTANT 9 MON SU	Thunderbolt Elementary	Effective 2020-10-19 9 MON SU / Annual
0.8	MCDANIEL, CANDACE NICOLE STS HEALTH ASSISTANT 9 MON SU	Student Services	Effective 2020-10-29 9 MON SU / Annual
0.9	MCLEAN, CHRISTINE DOE GENERAL HEALTH ASSISTA 9 MON SU	Discovery Oaks Elementary	Effective 2020-10-16 9 MON SU / Annual
0.9	MOORE, ALANNA FOREVER RHS GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview High School	Effective 2020-10-12 9 MON SU / Annual
0.9	O STEEN, SHANNON HARTLEY RVE BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview Elementary	Effective 2020-10-09 9 MON SU / Annual
	PACHECO, VICTOR MANUEL SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2020-10-19 12 MO SU / AC Safety and Security
0.8	RAMIREZ, HAZEL JOSELY DOE GENERIC CLASSROOM ASSISTAN 9 MON SU	Discovery Oaks Elementary	Effective 2020-10-20 9 MON SU / Annual
0.9	REED, ANGELE LYN LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	Effective 2020-10-14 9 MON SU / Annual
	REED, ERICA MARIE OLJ MEDIA TECHNICAL ASST 10 MONTH	Oakleaf Junior High School	Effective 2020-10-22 10 MONTH / Annual
	REYES, BERNICE CHE REGISTERED NURSE 10 MONTH	Clay Hill Elementary	Effective 2020-10-21 10 MONTH / Annual
0.9	RODRIGUEZ, MIRANDA LANE TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	Effective 2020-10-12 9 MON SU / Annual
0.9	RODRIGUEZ, NATALIE ALTAGRACIA TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	Effective 2020-10-14 9 MON SU / Annual
0.8	STRICKLAND, MELISSA L STS HEALTH ASSISTANT 9 MON SU	Student Services	Effective 2020-11-09 9 MON SU / Annual
	WEBBER, CASEY NICOLE LAE SCHOOL SECRETARY 10 MONTH 10 MONTH	Lake Asbury Elementary	Effective 2020-10-02 10 MONTH / Annual

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VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	WILCOX, KARIN C TBE SECRETARY 11 MO 11 MONTH	Rideout Elementary	Effective 2020-10-05 11 MONTH / Annual
0.8	WING, TIFFANY NICOLE STS HEALTH ASSISTANT 9 MON SU	Student Services	Effective 2020-10-02 9 MON SU / Annual
	WOODWARD, SALLIE L MCE CAFE ASSISTANT 4.5 HOURS 9 MON CA	Montclair Elementary	Effective 2020-10-16 9 MON CA / Annual
	YOUMANS, MICHELLE ELAINE SLE ST RECORD SEC 12 MO 12 MO SU	Shadowlawn Elementary	Effective 2020-10-19 12 MO SU / Annual

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VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
0.9	BROWN, LYNNE R LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	9 MON SU / Multi-Year Conditional
0.9	CHANEY, NELLIE LEONE FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Multi-Year Conditional
0.9	CLYBURN, JEROME ANTONIO RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	9 MON SU / Multi-Year Conditional
0.9	DETWYLER, KENNETH P BLC BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	9 MON SU / Multi-Year Conditional
0.9	EDENFIELD, DEBRA K KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Multi-Year Conditional
0.9	FULENWIDER, NICHOLAS REID LAJ GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Junior High School	9 MON SU / Annual
0.9	GIVENS, ANGELA M KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Annual
0.9	HOLLAND, SHANDA SHAVON LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	9 MON SU / Annual
0.9	LAHMANN, BETTY ANN CHS BEHAVIORAL HEALTH ASST 9 MON SU	Clay High	9 MON SU / Multi-Year Conditional
0.9	MAHAFFEY, GIGI P KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Multi-Year Conditional
0.9	MRWIK, ANGELA MAE FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Annual
0.9	PERKINS, ALEXIS JANEL CGE BEHAVIORAL HEALTH ASST 9 MON SU	Coppergate Elementary	9 MON SU / Annual
0.9	POWELL, DEANNA SHRI OPJ BEHAVIORAL HEALTH ASST 9 MON SU	Orange Park Jr High	9 MON SU / Multi-Year Conditional
0.9	SANDERS, ALLISON JAMES KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Annual
0.9	SCHULTHEISS, AMY L ROE BEHAVIORAL HEALTH ASST 9 MON SU	Rideout Elementary	9 MON SU / Multi-Year Conditional

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VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
0.9	SMYK, NICHOLAS HARRY OPH BEHAVIORAL HEALTH ASST 9 MON SU	Orange Park High	9 MON SU / Multi-Year Conditional
0.9	STRAVATO, DEBORAH L LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	9 MON SU / Multi-Year Conditional
0.9	WILLIAMS, LATASHA LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	9 MON SU / Multi-Year Conditional

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VI. Support Actions

C. RE-DESIGNATION

	Name/Assignment	Site	

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VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	Previous
0.9	COLLAZOBETANCOURT, MARIELLA POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2020-10-26 /transfer from / POE CAFE ASSISTANT 5.5 HOURS
	CONCHA, SHANNON LEE TRN PARTS MANAGER 12 MO SU	Transportation	Effective 2020-10-26 /transfer from / TRN ASSISTANT PARTS MANAGER
	DRAGO, KAREN ELAINE MHS CAFE ASSISTANT 5 HOURS 9 MON CA	Middleburg High	Effective 2020-10-26 /transfer from / MHS CAFE ASSISTANT 4.25 HOURS
	HOWARD, NICHOLAS A SBJ CUSTODIAN 12 MO SU	S. Bryan Jennings Elementary	Effective 2020-11-09 /transfer from / ROE CUSTODIAN
0.9	JOLLY, AMBER CHYRECE CGE BEHAVIORAL HEALTH ASST 9 MON SU	Coppergate Elementary	Effective 2020-11-02 /transfer from / RHS BEHAVIORAL HEALTH ASST
0.6	MARTINEZ, PATRICIA OHS CHILD CARE ASSISTANT 9 MON SU	Oakleaf High School	Effective 2020-10-26 /transfer from / OPJ CAFE ASSISTANT 3.5 HOURS
0.9	MCCRAY, CASSANDRA P POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2020-10-05 /transfer from / AES GENERAL ASSISTANT
0.9	MCINARNAY, REBECCA RENEE CGE BEHAVIORAL HEALTH ASST 9 MON SU	Coppergate Elementary	Effective 2020-10-26 /transfer from / MBE CAFE ASSISTANT 4.5 HOURS
0.9	MCKEE, ANNA MARIE ROE GENERAL HEALTH ASSISTA 9 MON SU	Rideout Elementary	Effective 2020-10-29 /transfer from / ROE GENERAL ASSISTANT
	MCNEELY, GRACE LAW TES GENERAL ASSISTANT 9 MON SU	Tynes Elementary	Effective 2020-11-02 /transfer from / TES BEHAVIORAL HEALTH ASST
	MORGAN, JILL EILEEN ESE REGISTERED NURSE 12 MONTH 12 MO SU	Exceptional Student Education	Effective 2020-11-02 /transfer from / RVE REGISTERED NURSE
	PADGETT, MONICA ELIZABETH MHS SCHOOL SECRETARY 12 MONTH 12 MO SU	Middleburg High	Effective 2020-10-12 /transfer from / BLC SECRETARY 12 MO
0.9	PEACOCK, MERIELLE MOWERY FIE GENERAL HEALTH ASSISTA 9 MON SU	Fleming Island Elementary	Effective 2020-10-19 /transfer from / FIE BEHAVIORAL HEALTH ASST
0.9	PRIDEMORE, JOANN LOFTUS WES GENERAL ASSISTANT 9 MON SU	Wilkinson Elementary	Effective 2020-10-21 /transfer from / CHE GENERAL ASSISTANT
0.8	RIVERA, LUCY ORBELLO OVE GENERIC CLASSROOM ASSISTAN 9 MON SU	Oakleaf Village Elementary	Effective 2020-10-26 /transfer from / AES GENERAL ASSISTANT
0.9	RODRIGUEZ GONZALEZ, CELIMAR POE BEHAVIORAL HEALTH	Plantation Oaks Elementary	Effective 2020-11-16 /transfer from / POE CAFE ASSISTANT 5.5 HOURS

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VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	Previous
	ASST 9 MON SU		
	SANTINI, ASTRID POE CAFE ASSISTANT 5.5 HOURS 9 MON CA	Plantation Oaks Elementary	Effective 2020-11-02 /transfer from / POE CAFE ASSISTANT 3 HOURS
0.9	WILSON, RODERICK DOMINIC LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	Effective 2020-10-05 /transfer from / LAJ BEHAVIORAL HEALTH ASST
0.9	ZURLO, VINCENT J MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2020-10-26 /transfer from / LAJ BEHAVIORAL HEALTH ASST

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	
	BONIFACE, EYDEE JENNIFER TBE REGISTERED NURSE 10 MONTH	Thunderbolt Elementary	Effective 2020-10-22 RESIGNATION
	BRUSSEAU, GAIL E TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-10-09 CONCLUDE EMPLOYMENT
	BURNS, PAMELA SUE PES REGISTERED NURSE 10 MONTH	Robert M. Paterson Elementary	Effective 2020-11-06 RESIGNATION
	CASEY, SUSAN R ITS TECH SPECIALIST 12 MO SU	Information Services	Effective 2021-01-29 RETIREMENT
	CEBALLOS, LELIS ILDEFONSA TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-10-02 RESIGNATION
	CLIFFORD, SYLVIA C MBE LICENSED PRAC NURSE 10 MONTH	Middleburg Elementary	Effective 2020-11-20 RESIGNATION
	DAUGHTERY, CHRISTAL R TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-10-30 RETIREMENT
	DEJESUS, MA GRACIA M TBE CAFE ASSISTANT 4 HOURS 9 MON CA	Thunderbolt Elementary	Effective 2020-10-16 RESIGNATION
	DUCKWORTH, MARGARET A WES SCHOOL SECRETARY 10 MONTH 10 MONTH	Wilkinson Elementary	Effective 2020-10-30 RESIGNATION
	DUIJN, TED J SUPPORT - CWL 9 M0 186 TRANSPOR	COUNTY-WIDE LEAVE	Effective 2020-10-26 RETIREMENT
	FRANCOIS, ELTIDE OPJ CUSTODIAN LNG TRM	Orange Park Jr High	Effective 2020-10-20 RESIGNATION
	GRACE, EVELYN EMILY PES CAFE ASSISTANT 3.75 HOURS 9 MON CA	Robert M. Paterson Elementary	Effective 2020-10-16 CONCLUDE EMPLOYMENT
0.9	GRIFFIS, LINDSEY P SUPPORT - CWL 9 M0 188 LNG TRM	COUNTY-WIDE LEAVE	Effective 2020-10-30 RESIGNATION
	HENRY, DEBRA SUE LJH SECRETARY 11 MO 11 MONTH	Lakeside Junior High	Effective 2020-10-22 CONCLUDE EMPLOYMENT
	JOHNS, RUBY D RHS CUSTODIAN 12 MO SU	Ridgeview High School	Effective 2020-12-18 RETIREMENT
	JOHNSON, ALLYSON R OHS SCHOOL SECRETARY/ST SER 12 MO SU	Oakleaf High School	Effective 2020-11-20 RESIGNATION
	JONES, TAMESHA ARLENE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-11-09 RESIGNATION
	KAPLITZ, DAVID P SCHOOL RESOURCE OFFICER	School Police Department	Effective 2020-10-12 RESIGNATION

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	
	12 MO SU		
0.9	KUSHNAK, KATIE LYNN FIE GENERAL HEALTH ASSISTA 9 MON SU	Fleming Island Elementary	Effective 2020-11-06 RESIGNATION
0.9	LEDFORD, SOPHIA RAIN LES BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Elementary	Effective 2020-09-30 RESIGNATION
	LOGAN, MICHELLE WILSON RHS REGISTERED NURSE 10 MONTH	Ridgeview High School	Effective 2020-10-12 CONCLUDE EMPLOYMENT
0.8	MOREFIELD, CAROL LEE CHE GENERIC CLASSROOM ASSISTAN 9 MON SU	Clay Hill Elementary	Effective 2020-10-07 RESIGNATION
0.2	MOREFIELD, CAROL LEE CHE TITLE I ASSISTANT 9 MON SU	Clay Hill Elementary	Effective 2020-10-07 RESIGNATION
	NUSSBAUM, EDWARD TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-11-30 RETIREMENT
0.9	O STEEN, SHANNON HARTLEY RVE BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview Elementary	Effective 2020-10-30 RESIGNATION
	OAKLEY, KATHRYNE VIRGINA TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-09-09 RETIREMENT
	PEREZ HERNANDEZ, MARALDYS FIH CAFE ASSISTANT 4.5 HOURS 9 MON CA	Fleming Island High School	Effective 2020-11-03 RESIGNATION
0.8	RAMIREZ, HAZEL JOSELY DOE GENERIC CLASSROOM ASSISTAN 9 MON SU	Discovery Oaks Elementary	Effective 2020-10-22 RESIGNATION
	SANTIAGO, ANGELA D MRE TITLE I ASSISTANT 9 MON SU	Mcrae Elementary	Effective 2020-10-28 RESIGNATION
	WARD, COURTNEY LYNN SBJ CUSTODIAN 12 MO SU	S. Bryan Jennings Elementary	Effective 2020-10-09 CONCLUDE EMPLOYMENT
	WILCOX, KARIN C TBE SECRETARY 11 MO 11 MONTH	Rideout Elementary	Effective 2020-10-09 RESIGNATION
	WILKINSON, JESSICA MARIE OPR CUSTODIAN 12 MO SU	Division Of Support Services	Effective 2020-10-13 RESIGNATION
	WILLIAMS, CARLA A OHS CAFE ASSISTANT 7.5 HOURS 9 MON CA	Oakleaf High School	Effective 2020-10-30 RESIGNATION
0.9	WILLIAMSON, BECKY RHS GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview High School	Effective 2020-10-14 RETIREMENT

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	
WOLLITZ, ALLISON MICHELLE MRE CAFE ASSISTANT 4.25 HOURS 9 MON CA	Mcrae Elementary	Effective 2020-11-13 RESIGNATION

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VI. Support Actions

F. SUPPLEMENT

	Name/Assignment	Site	Previous
	JEFFERSON, RONALD SHELTON OHS BASKETBALL ASST SH SUPPLEME	Orange Park High	Appointment
	LEAKEY, LARAMIE RICHELLE MHS TRACK ASST SH SUPPLEME	Middleburg High	Appointment
0.3	MARTINEZ, MELISSA ELLEN MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	PACE JR, MICHAEL OPH FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Appointment
	PACE JR, MICHAEL OPH FOOTBALL ASST SH 75% SUPPLEME	Ridgeview High School	Appointment
	VALERO, JOSEPH K OPH SOCCER HEAD JV SUPPLEME	Division Of Support Services	Appointment
	WAGNER, AMANDA LEA KHH VOLLEYBALL HD JH SUPPLEME	Keystone Heights High School	Appointment

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December 10, 2020 - Regular School Board Meeting

Title

C6 - K-12 Academic Services Out of State and Overnight Student Travel

Description

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

Field Trips Details

School	Date	Destination	Group	Purpose
Green Cove Springs Junior	12/4-5, 2020	Tampa, FL	Cheer	Competitive Cheer competition.
Clay High	11/13-15, 2020	Stuart, FL	Swim Team	State Swim Meet
Clay High	2/4-7, 2021	Orlando, FL	Cheer	National High School Cheerleading Championships
Keystone Heights High	11/2-4, 2020	Howey-In-The-Hills, FL	Girls Golf	FHSAA State Tournament
Keystone Heights High	11/6-7, 2020	Satellite Beach, FL	Boys/Girls Cross Country	FHSAA Regional Cross Country Meet
Middleburg High	10/26-28, 2020	Howey-In-The-Hills, FL	Boys Golf	Boys State Finals
Middleburg High	11/13-14, 2020	Tallahassee, FL	Girls Cross Country	High School State Meet
Middleburg High	12/18-19, 2020	Lincoln High School	Wrestling	District Dual Tournament
Middleburg High	1/15-16, 2021	St. Cloud High School	Wrestling	Wrestling Tournament
Middleburg High	1/29-30, 2021	Wakulla High School	Wrestling	Wrestling Tournament
Middleburg High	2/4-7, 2021	Orlando, FL	Cheer	Nationals Competition
Middleburg High	2/19-20, 2021	Mosely High School	Wrestling	District IBT Tournament
Middleburg High	2/25-27, 2021	TBD	Wrestling	2A Regional 1 Tournament
Middleburg High	2/26-28, 2021	McDonough, GA	NJROTC	Brain Brawl Meet
Middleburg High	3/4-6, 2021	TBD	Wrestling	State Tournament
Middleburg High	3/5-6, 2021	Douglas, GA	NJROTC	Drill Meet
Ridgeview High	1/29-30, 2021	Rutledge, GA	NJROTC	To compete in the orienteering meet.

DRAFT

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

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

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

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

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

Contact
Roger Dailey, Assistant Superintendent of Curriculum & Instruction; roger.dailey@myoneclay.net; 904-336-6904
Treasure Pickett, Director of K-12 Academic Services; treasure.pickett@myoneclay.net; 904-336-6918

Financial Impact
None

Review Comments

Attachments

- Dec 2020 - Student Travel.pdf

DRAFT

ADMINISTRATIVELY APPROVED
Received too late for Nov, 2020 Board Meeting
Received for Information: December 10, 2020

SCHOOL DISTRICT OF (

FIELD TRIP REQUES

1. School Requesting: Green Cove Jr. High

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other X
If Commercial Carrier or Other, please state type: all parents driving their own children

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

4. Dates of Field Trip*: 12/4-12/5 Destination*: Regionals Cheer competition at Tampa Convention center

5. Group Taking Trip: Cheer

6. If using private vehicles, list approved driver(s): ~~X~~ All parents are driving their own children.

7. Educational Value of Field Trip: Competitive Cheer competition

protocols attached

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

9. Number of Students*: 22 Number of Chaperones*: 2 coaches plus the kids parents

10. Cost Per Student: $40.00 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: When parents can leave Returning Time*: When competition ends (schedule does not come out until week prior)

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

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

Bus Requisition Number(s):

Gaylen Silveira — 10/12/2020
Teacher/Team Leader, Department Head, Etc. — Date

Principal — Date

Assistant Superintendent — Date 10/29/20

Superintendent — Date

DRAFT

Green Cove Junior High Cheerleading
Overnight Travel Competition Request

When: December 4th-5th
Where: Tampa Convention Center
Regionals Cheer Competition

We will attend this competition in hopes to receive a bid to Nationals as we have done the past four years. Since we typically compete at the Tampa convention center at 9:00AM, which is almost 4 hours from Green Cove Junior High, we are requesting an overnight approval. The following is how we plan to safely travel and compete at the competition:

- Parents will drive their own child to the Embassy Suites hotel on Friday, December 4th
- During travel, and inside the hotel, all parties will be wearing face masks.
- A practice for the competition the Saturday morning will be held in the reserved courtyard as we do each year around 6:00PM on Friday. Face masks will be required, and all guidelines that have been put into place on school campuses/during games will be followed.
- Hand sanitizer will be provided
- No team dinners will be permitted
- Athletes are only permitted to sleep in a hotel room with their parents and are not allowed to share a room with another athlete.
- We typically compete around 9:00AM on Saturday, December 5th
- This year, athletes will compete with only their family members watching as they are socially distant.
- Anytime athletes are walking from place to place, masks will be required. The only time masks will not be worn is during competition warmups and performance.
- Per the competition's rules, awards will be done virtually instead of in large groups like previous years. Parents will not be allowed to attend awards.
- Athletes will ride home from the competition with their family only.

Date drafted: 10/8/2020
Drafted by: Head Coach Taylor Silveira

DRAFT

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

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

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

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

Parents will be driving only their own children to and from the competition.

Hotel Accomodations (room assignments/supervision etc):

Cheerleaders will be staying in hotel rooms with their family only. Cheerleaders are not to share rooms with one another. Our hotel will be the Embassy Suites Tampa Convention Center.

Mask Compliance:

All cheerleaders and coaches will be required to wear masks except during instances outlined in the Clay Athletic COVID packet: i.e. warm ups for the competition and the time of performance. Masks will be worn when walking from place to place, and before and after competing.

Social Distancing:

Cheerleaders will be socially distant at all times possible, and especially when masks are off. The competition has sent a list of rules in relation to COVID, which minimize the amount of people in one space at a time and require masks for both performers (when not competing) and spectators.

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ADMINISTRATIVELY APPROVED
Received too late for Nov, 2020 Board Meeting
Received for Information: December 10, 2020

SCHOOL DISTRICT OF CLAY

FIELD TRIP REQUE

1. School Requesting: CHS

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

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

4. Dates of Field Trip*: NOV 13 - 15 Destination*: STUART FL

5. Group Taking Trip: SWIM TEAM STATE QUALIFIERS

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

7. Educational Value of Field Trip: STATE SWIM MEET

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

9. Number of Students*: 6 Number of Chaperones*: 3

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

11. Departure Time*: 8 AM 13 NOV 2020 Returning Time*: NOON 15 NOV 2020

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

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

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc. — Date 11/9/2020

Principal — Date 11/9/20

Assistant Superintendent — Date 11/16/20

Superintendent — Date 11/16/20

DRAFT

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

Covid guidelines for swim

Students and coaches will wear a mask in the vehicles and when not in the water.

Students will follow covid guidelines set forth by FHSAA at the swim meet.

Students will be housed with students that they shared lanes with at practice to limit new exposure during hotel time.

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ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF CLAY C

FIELD TRIP REQUE

1. School Requesting: Clay High School

2. Transportation (Check One):
School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier X Other_____
If Commercial Carrier or Other, please state type: Charter bus or rental van

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

4. Dates of Field Trip*: 2/4/21 - 2/7/21 Destination*: ESPN Wide World of Sports, Orlando

5. Group Taking Trip: Competitive Cheerleading team

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

7. Educational Value of Field Trip: National High School Cheerleading Championships

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

9. Number of Students*: 24 Number of Chaperones*: 3

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

11. Departure Time*: 7:00 am on 2/4/20 Returning Time*: By 3:00 pm on 2/7/20

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

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

Bus Requisition Number(s):

Lori Davis — Teacher, Team Leader, Department Head, Etc. — Date 10/28/20

[signature] — Principal — Date 10/29/20

_____ — Assistant Superintendent — Date _____

[signature] — Superintendent — Date 11/2/20

DRAFT

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

Clay Competitive Cheer Travel Plan

The Competition Cheer team will travel to Wide World of Sports in Orlando, FL on February 4th through February 7th 2021.
Departure: Thursday 2-4-2021 at 7:00AM
Arrival: Thursday 2-4-2021 by 11AM
Return: Sunday February 7th by 3PM

Departing School and Traveling

1. Athletes' temperatures will be checked and monitored for health before travel. Coaches will verbally screen athletes as well by asking the required COVID-19 questions.
2. Student athletes, coaches, and chaperones will wear masks upon leaving school and while on route on a bus or van.
3. The athletes, chaperones, and coaches will be required to wear a mask at all times while inside or not socially distanced.

Overnight Stay in Hotel

1. Athletes will stay in the assigned housing by Varsity, Disney All Star Resort.
2. Student athletes will be reminded of the importance of good hygiene, as well as following social distancing and mask protocols.
3. We will have regular check ups at lights out and after wake up.

Food and Drinks

1. Athletes will get food pickup from Disney Dining or bring their own individual pre packaged food.
2. We will continue to employ single use, throw away forks, spoons, and paper products.
3. No shared food.

Competition

1. Athletes must comply with FHSAA and UCA protocol on wearing a mask in the warm up area as well as when not actively performing the sport. Athletes will be able to remove their masks while they compete.

DRAFT

ADMINISTRATIVELY APPROVED
Received too late for Oct & Nov, 2020 Board Meeting
Received for Information: December 10, 2020

SCHOOL DISTRICT OF CLAY (

FIELD TRIP REQUE

1. School Requesting: Keystone Heights High School

2. Transportation (Check One):
   School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier_____ Other X
   If Commercial Carrier or Other, please state type: Parents Are Taking their Kids

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

4. Dates of Field Trip*: Nov 2, 3, 4 Destination*: Honey-I-the Hills

5. Group Taking Trip: Girl, Golf Team

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

7. Educational Value of Field Trip: FHSAA State Tournament
   Had to qualify

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

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

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

11. Departure Time*:_____ Returning Time*:_____

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

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

Bus Requisition Number(s):

AD Teacher, Team Leader, Department Head, Etc.	10-26-20 Date
Laurie Burke Principal	10/26/20 Date
Assistant Superintendent	10/29/20 Date
Superintendent	Date

DRAFT

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

KHHS Girls Golf State Championship Travel Plan November 2020

We will be traveling to Mission Inn Golf Resort located at Howey-in-the-Hills for this event. We will leave Keystone Sunday afternoon November 1st, and return Wednesday evening November 4th. There will be four students and three families involved; each one will be traveling in their private vehicle for all travel. We will be checking in Sunday at the Hampton Inn of Leesburg/Tavares and checking out Wednesday. There are five rooms reserved for this group. The school has provided three of them; one for the coach and two rooms with 2 girls in each. The other two rooms were acquired by the families privately.

Golf is inherently a socially distant sport. Regardless, as we have practiced all season, social distancing shall be required at all times. If unable to remain socially distant, masks shall be worn by all. Hand sanitizer along with frequent and thorough hand washing is encouraged.

Regards,

Billy Jackson
KHHS Girls Golf Head Coach
352-494-9430
billyjackson86@gmail.com

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ADMINISTRATIVELY APPROVED
Received too late for Nov, 2020 Board Meeting
Received for Information: December 10, 2020

SCHOOL DISTRICT OF CLAY

FIELD TRIP REQUE

1. School Requesting: Keystone Heights

2. Transportation (Check One):
   School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier_____ Other X
   If Commercial Carrier or Other, please state type: Parents are taking their own kid

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

4. Dates of Field Trip*: 11-6-20 - 11-7-20 Destination*: Satellite Beach / Melbourne

5. Group Taking Trip: Boys + Girls Cross Country

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. Parents are taking their own kid

7. Educational Value of Field Trip: FHSAA Regional / Cross Country Meet Had to qualify

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

9. Number of Students*: 4 Number of Chaperones*: 2

10. Cost Per Student: $36.00 Budget Code or Source to be charged: 1100 Meal money
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*:_____ Returning Time*:_____

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

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

Bus Requisition Number(s):

Athletic Dept — 11-4-20
Teacher, Team Leader, Department Head, Etc. — Date

Laurie Burke — 11-4-2020
Principal — Date

11/4/20
Assistant Superintendent — Date

11/11/20
Superintendent — Date

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

DRAFT

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

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

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

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

Parents are driving their own Athletes.

Hotel Accomodations (room assignments/supervision etc):

Parents are taking care of Students are staying with their parents.

Mask Compliance:

Wearing masks when social distancing guidelines cannot be followed.

Social Distancing:

Athletes are with their parents. Will wear mask if social distancing guidelines cannot be maintain.

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ADMINISTRATIVELY APPROVED
Received too late for Oct, 2020
Board Meeting
Received for Information: December 10, 2020

SCHOOL DISTRICT OF CLAY CC

FIELD TRIP REQUEST

1. School Requesting: Middleburg High Sch

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

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

4. Dates of Field Trip*: 10/26 - 10/28 Destination*: Howle in the Hills

5. Group Taking Trip: Boys Golf - Boys State Finals

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

7. Educational Value of Field Trip: _____

required

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

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

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

11. Departure Time*: 7 AM 10/26 Returning Time*: 9 PM 10/28

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

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

Bus Requisition Number(s):

_____ _____ _____ _____ _____ _____

Teacher, Team Leader, Department Head, Etc. — Date 10/22/20

Principal — Date

Assistant Superintendent — Date 10/23/20

Superintendent — Date 10/26/20

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

DRAFT

Boys Golf State Tournament Travel Plan
Middleburg High School District of Clay County
Coach: Travis Tipton

The Boys Golf State Finals will be at Howie in the Hills, FL
Below is the travel plan for MHS

Private Vehicle

Leave 10/26/20 7am

Stay In Hotel (Howie in the hills) two nights Monday 10/26 & Tuesday 10/27

2 Rooms

Room 1: Chase Carroll

Room 2: Coach Tipton

Tournament: Monday – WED
Tee Times Monday TBD

Leave Howie in the Hills Wed 10/28/20 5-6pm

Arrive Home: Wed 10/28/20 8-9pm

Covid-19 Plan: Coach Tipton along with all MHS Golfers (Chase Carroll) will be required to wear a mask at all times while inside when unable to social distance. Players will be able to remove their mask while competing but must maintain social distancing where appropriate based on FHSAA guidelines for golf. Players will be required to answer the screening questions throughout trip and will be documented on the Covid screening form.

Thank you for your help

Coach Tipton

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ADMINISTRATIVELY APPROVED
Received too late for Nov, 2020 Board Meeting
Received for Information: December 10, 2020

SCHOOL DISTRICT OF CLA

FIELD TRIP REQU

1. School Requesting: Middleburg HS

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

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

4. Dates of Field Trip*: Nov. 13-2020 → Nov. 14th - 2020 Destination*: Tallahassee, FL

5. Group Taking Trip: Girls Cross Country

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

7. Educational Value of Field Trip: Participation in HS State Meet
Hard to qualify

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

9. Number of Students*: 1 Number of Chaperones*: 2

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

11. Departure Time*: 2:00pm, Nov. 13th Returning Time*: 12:00 pm Nov. 14th

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

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

Bus Requisition Number(s):

Kyle Brown Teacher, Team Leader, Department Head, Etc.	11-10-2020 Date
 Principal	11-10-20 Date
 Assistant Superintendent	11/13/20 Date
 Superintendent	 Date

DRAFT

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

Middleburg Cross Country Travel Social Distancing Protocol

Departing School and Traveling.

1. Even though checked earlier in the week. Students will be temperature checked and monitored for health before travel. Under the weather students will be kept home. Coaches will verbally screen athletes as well.
2. Student Athletes will wear masks upon leaving school, while on route on a bus or van.
3. Students will follow FHSAA protocol on wearing a mask to weigh in the area and locker room as well as when not actively conducting the sport.

Overnight Stay in Hotel.

1. Students will be assigned to rooms where each has its own bed.
2. Students will be given air mattresses so that no student is sharing a bed.
3. Student athletes will be instructed and checked for keeping hygiene, social distancing, and wearing masks procedures in their rooms. We will have regular check ups to lights out and after wake up.

DRAFT

Food.

1. Athletes will be served and eat or drink from individual bottles, cups and plates. No shared items.
2. A parent or coach will be the one who serves food. Gloves will be worn by the server.
3. We will continue to employ single use, throw away forks, spoons, and paper products.

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF (

FIELD TRIP REQUES

1. School Requesting: Middleburg H

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

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

4. Dates of Field Trip*: Dec. 18-19 Destination*: Lincoln HS

5. Group Taking Trip: Wrestling

6. If using private vehicles, list approved driver(s): Richard Dusinberre, Cdl Robertson

7. Educational Value of Field Trip: Athletics
District Dual tournament

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

9. Number of Students*: 14 Number of Chaperones*: 4-8

10. Cost Per Student: 0 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: Dec. 18 2 pm Returning Time*: Dec. 19 10 pm

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

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

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 11-2-20
Principal	Date 11-2-20
Assistant Superintendent	Date 11/6/20
Superintendent	Date 11/11/20

DRAFT

Middleburg Wrestling Travel Social Distancing Protocol

Departing School and Traveling.

1. Even though checked earlier in the week. Students will be temperature checked and monitored for health before travel. Under the weather students will be kept home. Coaches will verbally screen athletes as well.
2. Student Athletes will wear masks upon leaving school, while on route on a bus or van.
3. Students will follow FHSAA protocol on wearing a mask to weigh in the area and locker room as well as when not actively conducting the sport.

Overnight Stay in Hotel.

1. Students will be assigned to rooms where each has its own bed.
2. Students will be given air mattresses so that no student is sharing a bed.
3. Student athletes will be instructed and checked for keeping hygiene, social distancing, and wearing masks procedures in their rooms. We will have regular check ups to lights out and after wake up.

Food.

1. Athletes will be served and eat or drink from individual bottles, cups and plates. No shared items.
2. A parent or coach will be the one who serves food. Gloves will be worn by the server.
3. We will continue to employ single use, throw away forks, spoons, and paper products.

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ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF
FIELD TRIP REQUE

1. School Requesting: Middleburg HS

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

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

4. Dates of Field Trip*: Jan. 15-16 Destination*: St. Cloud HS

5. Group Taking Trip: Wrestling

6. If using private vehicles, list approved driver(s): Richard Dusinberre, Coll Robertson

7. Educational Value of Field Trip: Athletics

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

9. Number of Students*: 14 Number of Chaperones*: 4-8

10. Cost Per Student: 0 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: Jan. 15 8 Am Returning Time*: Jan. 16 10 pm

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

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

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 11-2-20
Principal	Date 11-2-20
Assistant Superintendent	Date 11/4/20
Superintendent	Date 11/16/20

DRAFT

Middleburg Wrestling Travel Social Distancing Protocol

Departing School and Traveling.

1. Even though checked earlier in the week. Students will be temperature checked and monitored for health before travel. Under the weather students will be kept home. Coaches will verbally screen athletes as well.
2. Student Athletes will wear masks upon leaving school, while on route on a bus or van.
3. Students will follow FHSAA protocol on wearing a mask to weigh in the area and locker room as well as when not actively conducting the sport.

Overnight Stay in Hotel.

1. Students will be assigned to rooms where each has its own bed.
2. Students will be given air mattresses so that no student is sharing a bed.
3. Student athletes will be instructed and checked for keeping hygiene, social distancing, and wearing masks procedures in their rooms. We will have regular check ups to lights out and after wake up.

Food.

1. Athletes will be served and eat or drink from individual bottles, cups and plates. No shared items.
2. A parent or coach will be the one who serves food. Gloves will be worn by the server.
3. We will continue to employ single use, throw away forks, spoons, and paper products.

DRAFT

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF (

FIELD TRIP REQUES

1. School Requesting: Middleburg HS

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

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

4. Dates of Field Trip*: Jan. 29-30 Destination*: Wakulla HS

5. Group Taking Trip: Wrestling

6. If using private vehicles, list approved driver(s): Richard Dusinberre, Coll Robertson

7. Educational Value of Field Trip: Athletics

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

9. Number of Students*: 14 Number of Chaperones*: 4-8

10. Cost Per Student: 0 Budget Code or Source to be charged:
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: Jan. 29 8 Am Returning Time*: Jan. 30 10 pm

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

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

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 11-2-20
Principal	Date 11-2-20
Assistant Superintendent	Date 11/10/20
Superintendent	Date 11/11/20

DRAFT

SEC-1-2723 E. 10/06/2023

Middleburg Wrestling Travel Social Distancing Protocol

Departing School and Traveling.

1. Even though checked earlier in the week. Students will be temperature checked and monitored for health before travel. Under the weather students will be kept home. Coaches will verbally screen athletes as well.
2. Student Athletes will wear masks upon leaving school, while on route on a bus or van.
3. Students will follow FHSAA protocol on wearing a mask to weigh in the area and locker room as well as when not actively conducting the sport.

Overnight Stay in Hotel.

1. Students will be assigned to rooms where each has its own bed.
2. Students will be given air mattresses so that no student is sharing a bed.
3. Student athletes will be instructed and checked for keeping hygiene, social distancing, and wearing masks procedures in their rooms. We will have regular check ups to lights out and after wake up.

Food.

1. Athletes will be served and eat or drink from individual bottles, cups and plates. No shared items.
2. A parent or coach will be the one who serves food. Gloves will be worn by the server.
3. We will continue to employ single use, throw away forks, spoons, and paper products.

DRAFT

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF (

FIELD TRIP REQUES

1. School Requesting: Middleburg High S

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

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

4. Dates of Field Trip*: 2-4-2021 to 2-7-2021 Destination*: Wide World of Sports

5. Group Taking Trip: Competition Cheer

6. If using private vehicles, list approved driver(s): _____

7. Educational Value of Field Trip: Nationals competition

Safety protocols attached

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

9. Number of Students*: 16 Number of Chaperones*: 2

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

11. Departure Time*: 7:00 AM Returning Time*: 7:00 PM

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

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

Bus Requisition Number(s):

Rhiannon Westcott Teacher, Team Leader, Department Head, Etc.	10-22-20 Date
Principal	10-22-20 Date
Assistant Superintendent	10/26/20 Date
D. B Superintendent	10/29/20 Date

DRAFT

Competition Cheer Travel Plan
Middleburg High School
Coach, Rhiannon Weiskopf

The girls Competition Cheer team will travel to Wide World of Sports in Orlando, FL on February 4th through February 7th 2021.

Below is the travel plan:

Personal vehicles will be used: Each parent is responsible for driving only their child to meet down in Orlando on Thursday.

Leave: Thursday 2-4-2021 at 7:00AM
Arrive: Thursday 2-4-2021 by 11AM

Stay in the assigned housing by Varsity, Disney All Star Resort.

Return Home: 2-7-2021

Covid 19 Plan: The athletes and coaches will be required to wear a mask at all times while inside or not socially distanced. Athletes will be able to remove their masks while they compete. Must compline with FHSAA and UCA guidelines. Players will be required to answer the screen questions each day of the trip and their responses will be documented.

Thank you,
Rhiannon Weiskopf
MHS Competition Cheer

DRAFT

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF
FIELD TRIP REQUES

1. School Requesting: Middleburg

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

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

4. Dates of Field Trip*: Feb 19-20 Destination*: Mosely HS

5. Group Taking Trip: Wrestling

6. If using private vehicles, list approved driver(s): Richard Dusmberre, Coll Robertson

7. Educational Value of Field Trip: Athletics
District IBT tournament

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

9. Number of Students*: 14 Number of Chaperones*: 4-8

10. Cost Per Student: 0 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: Feb 19 2 pm Returning Time*: Feb 20 10 pm

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

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

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 11-2-20
Principal	Date 11-2-20
Assistant Superintendent	Date 11/6/20
Superintendent	Date 11/11/20

DRAFT

Middleburg Wrestling Travel Social Distancing Protocol

Departing School and Traveling.

1. Even though checked earlier in the week. Students will be temperature checked and monitored for health before travel. Under the weather students will be kept home. Coaches will verbally screen athletes as well.
2. Student Athletes will wear masks upon leaving school, while on route on a bus or van.
3. Students will follow FHSAA protocol on wearing a mask to weigh in the area and locker room as well as when not actively conducting the sport.

Overnight Stay in Hotel.

1. Students will be assigned to rooms where each has its own bed.
2. Students will be given air mattresses so that no student is sharing a bed.
3. Student athletes will be instructed and checked for keeping hygiene, social distancing, and wearing masks procedures in their rooms. We will have regular check ups to lights out and after wake up.

DRAFT

Food.

1. Athletes will be served and eat or drink from individual bottles, cups and plates. No shared items.
2. A parent or coach will be the one who serves food. Gloves will be worn by the server.
3. We will continue to employ single use, throw away forks, spoons, and paper products.

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF (
FIELD TRIP REQUES

1. School Requesting: Middleburg

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

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

4. Dates of Field Trip*: Feb. 25-27 Destination*: TBD

5. Group Taking Trip: Wrestling

6. If using private vehicles, list approved driver(s): Richard Dusinberre, Coll Robertson

7. Educational Value of Field Trip: Athletics
2A Region 1 tournament

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

9. Number of Students*: 14 Number of Chaperones*: 4-8

10. Cost Per Student: 0 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: Feb. 25 2 pm Returning Time*: Feb. 27 10pm

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

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

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 11-2-20
Principal	Date 11-2-20
Assistant Superintendent	Date 11/6/20
Superintendent	Date 11/11/20

DRAFT

Middleburg Wrestling Travel Social Distancing Protocol

Departing School and Traveling.

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DRAFT

Food.

1. Athletes will be served and eat or drink from individual bottles, cups and plates. No shared items.
2. A parent or coach will be the one who serves food. Gloves will be worn by the server.
3. We will continue to employ single use, throw away forks, spoons, and paper products.

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF CLAY (

FIELD TRIP REQUE

1. School Requesting: MHS

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

3. Trip(s) Overnight: Yes X No___ Trip(s) Out-of-State: Yes X No___

4. Dates of Field Trip*: 26-28 Feb 21 Destination*: McDonough GA

5. Group Taking Trip: NJROTC

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

7. Educational Value of Field Trip: Brain Brawl Meet

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

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

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

11. Departure Time*: 0800 Returning Time*: 1800

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

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

Bus Requisition Number(s):

CDR Lee Teacher, Team Leader, Department Head, Etc.	18 sep 20 Date
Principal	08/Sep/20 Date
Assistant Superintendent	10/22/20 Date
Superintendent	Date

DRAFT

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

1. We will be taking 1 or 2 vans to McDonough GA on 27 Feb 2021 for the Area 12 Brain Brawl Championship. We will take 5 or 10 cadets depending on how many teams qualify for the event. Cadets and Chaperones will wear masks while in the vans and when social distancing is not possible outside of the vehicle. Cadets will share rooms but will wear masks when not able to social distance. At the event, teams will all be required to wear masks while inside and will remain in the designated area for their school while waiting to compete.

2. We will be taking 25-30 cadets to Coffee County Ga 5-6 Mar 2021 for the Area 12 Drill Championship. We intend to rent vans up for transportation, as school buses cannot cross the state line. Cadets and Chaperones will wear masks while in the vans and when social distancing is not possible outside of the vehicle. Cadets will share rooms but will wear masks when not able to social distance. At the event, teams will all be required to wear masks and will remain in the designated area for their school while waiting to compete.

Michael Lee
CDR, USN (Ret)
MHS TEACHER, ROTC/MILITARY SH
MHS
Clay County District Schools
| phone 904-336-8075| **ext** 68227
| web oneclay.net | **email** michael.lee@myoneclay.net

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St may opt out if uncomfortable

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ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF
FIELD TRIP REQUE

1. School Requesting: Middleburg

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

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

4. Dates of Field Trip*: Mar. 4-6 Destination*: TBD

5. Group Taking Trip: Wrestling

6. If using private vehicles, list approved driver(s): Richard Dusinberre, Coll Roberton

7. Educational Value of Field Trip: Athletics
State Tournament

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

9. Number of Students*: 14 Number of Chaperones*: 4-8

10. Cost Per Student: 0 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: Mar. 4 2 pm Returning Time*: Mar. 6 10 pm

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

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

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 11-2-20
Principal	Date 11-3-20
Assistant Superintendent	Date 11/6/20
Superintendent	Date 11/11/20

DRAFT

Middleburg Wrestling Travel Social Distancing Protocol

Departing School and Traveling.

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Food.

1. Athletes will be served and eat or drink from individual bottles, cups and plates. No shared items.
2. A parent or coach will be the one who serves food. Gloves will be worn by the server.
3. We will continue to employ single use, throw away forks, spoons, and paper products.

DRAFT

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF CLAY (

FIELD TRIP REQUE

1. School Requesting: MHS

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

3. Trip(s) Overnight: Yes X No___ Trip(s) Out-of-State: Yes X No___

4. Dates of Field Trip*: 5-6 Mar 21 Destination*: Douglas GA

5. Group Taking Trip: NJROTC

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

7. Educational Value of Field Trip: Drill Meet

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

9. Number of Students*: 30 Number of Chaperones*: 2

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

11. Departure Time*: 0700 Returning Time*: 2200

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

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

Bus Requisition Number(s):

COR Lee Teacher, Team Leader, Department Head, Etc.	18 Sep 20 Date
Principal	18 Sep 20 Date
Assistant Superintendent	10/22/20 Date
Superintendent	Date

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

DRAFT

1. We will be taking 1 or 2 vans to McDonough GA on 27 Feb 2021 for the Area 12 Brain Brawl Championship. We will take 5 or 10 cadets depending on how many teams qualify for the event. Cadets and Chaperones will wear masks while in the vans and when social distancing is not possible outside of the vehicle. Cadets will share rooms but will wear masks when not able to social distance. At the event, teams will all be required to wear masks while inside and will remain in the designated area for their school while waiting to compete.

2. We will be taking 25-30 cadets to Coffee County Ga 5-6 Mar 2021 for the Area 12 Drill Championship. We intend to rent vans up for transportation, as school buses cannot cross the state line. Cadets and Chaperones will wear masks while in the vans and when social distancing is not possible outside of the vehicle. Cadets will share rooms but will wear masks when not able to social distance. At the event, teams will all be required to wear masks and will remain in the designated area for their school while waiting to compete.

Michael Lee
CDR, USN (Ret)
MHS TEACHER, ROTC/MILITARY SH
MHS
Clay County District Schools
| phone 904-336-8075| **ext** 68227
| web oneclay.net | **email** michael.lee@myoneclay.net

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students may opt out if uncomfortable

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
December 10, 2020

SCHOOL DISTRICT OF CLAY (

FIELD TRIP REQUE

1. School Requesting: RNS

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

3. Trip(s) Overnight: Yes X No___ Trip(s) Out-of-State: Yes X No___ Rutledge, GA

4. Dates of Field Trip*: Jan 29-30 Destination*: Hard Labor State Park, GA

5. Group Taking Trip: NJROTC Cadets

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

7. Educational Value of Field Trip: To compete in the Orienteering Meet

8. Supporting Florida Standards Benchmark(s) with Narrative(s): ~~AT~~ AT.2.1.4.2 AT.6.1.4.2 PE.B2.4.4 AT.2.1.4.2 PE.B.3.4.1 PE.A.3.4.2 PE.A.3.4.4 HE.B1.4.2, HE.1.4.3 HE.1.4.3 HE.B.3.4.5 HE.C.2.4.4 HE.B3.4.1 AT.6.1.4.2 LAB3.2.4.2 AT.4.1.2.

9. Number of Students*: 15 Number of Chaperones*: 2

10. Cost Per Student: $30 Budget Code or Source to be charged: N/A
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 2:30 pm Returning Time*: 9:00PM

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

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

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc. — Date 10/21/2020

Principal — Date 10/21/2020

Assistant Superintendent — Date 12/2/20

Superintendent — Date 11/2/20

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

DRAFT

Naval Junior Reserve Officer's Training Corps

NJROTC Area Manager
Area TWELVE
P.O. Box 152
NAS Jacksonville, FL 32212

28 August 2020

From: NJROTC Area Manager, Area TWELVE
To: NJROTC Area TWELVE

Subj: **NJROTC AREA TWELVE ORIENTEERING CHAMPIONSHIP STANDING LETTER OF INSTRUCTION (LOI)**

Encl: (1) Orienteering USA Interscholastic Scoring Guidelines
(2) Annual Orienteering Indemnity Form
(3) Covid-19 Orienteering Symptom Monitoring Form
(4) NJROTC Orienteering Meet COVID Guidelines

1. GENERAL. This LOI sets forth the rules and regulations governing qualification and procedures for the 2020/2021 Area TWELVE Orienteering Championship. It establishes guidelines for entry, general operations, and regulations for safe conduct of the meet. The Area TWELVE Orienteering Championship is hosted annually by an Area Twelve unit in cooperation with members of the Forest & Wildlife Management Service (FWMS). The host school may participate, as FWMS members create, set, and score all courses. **This year's event will be held on Saturday, January 30, 2021 at Hard Labor Creek State Park in Rutledge, GA.** In the event of cancellation due to severe weather, the alternate date will be Sunday, January 31, 2021. Competing units must meet eligibility requirements outlined below and complete the online registration form promulgated in the annual Championship LOI. Scoring will be adjusted to actual team scores vice individuals IAW enclosure (1). Teams will be limited to a maximum of 15 cadets, with no more than five cadets entered on any one course.

2. ELIGIBILITY. Eligibility to compete in the Championship will be determined IAW Section 4 below. Entry will be limited to 30 teams or 340 cadets, whichever comes first. Individual courses will also be limited to a maximum of 100 runners with all start times occurring in a 4-hour start window. Only qualified teams may enter this championship event. Registration IS NOT complete until the registration spreadsheet is complete and the $150 entry fee has been received by the host unit by the assigned deadline. Instructors wishing to participate on a BROWN course will be eligible to participate in a special Instructor Competition. ***Note: Additional restrictions may be placed on the number of competing teams and runners based on Covid-19 restrictions that may be in place at the time. Should this occur, a determination of eligible teams will be conducted by eliminating teams finishing in 10th place, then 9th place, etc. until the final authorized number of teams/competitors is obtained.***

3. RESPONSIBILITIES. The host NJROTC unit has responsibility for the successful conduct of the championship. Responsibilities include promulgation of event LOI, administrative, and logistic information, start/finish areas, results area, setup crews, first aid station, water stops, results runners, and trophies/awards.

*** Hillgrove NJROTC will host this year's championship and will promulgate Championship LOI Separately.**

4. AREA TWELVE CHAMPIONSHIP QUALIFICATION. Teams will qualify based on results at local area "qualifying meets." The top 10 Area-12 finishers in each meet will qualify for the Championship. ***See note above (Item 2) for possible modifications to event qualification based on Covid-19 restrictions at the time of event.***

a. This year's qualification meets are:
(1) McDonough's "Jolly Roger" (Oct 17, 2020 – Dauset Trails Natural Area)
(2) Brunswick's "Pirate Classic" (Oct 31, 2020 – Blythe Island Regional Park)

DRAFT

NJROTC Drill Meet COVID-19 Mitigation Plan

While you cannot eliminate 100% of COVID-19 risk, proactive measures can certainly be put in place to mitigate and greatly reduce the threat of COVID-19 at Drill competitions. NJROTC will implement special regulations for event participants to maintain the health and safety of all participants and volunteers while complying with all federal, state, local, school district and Navy directives. As such, the mitigation steps below will be put in place for all Area-12 Drill Meets in 2020-2021.

Social Distancing.

- Units' staging areas historically were bunched in a close grouping to promote comradery among visiting schools. This year arriving schools will be directed to specific staging areas (for trailers and tents) with a safe distance being enforced between each program.
- Units using locker rooms will only be allowed access limiting one school's use at a time.
- Masks will be worn when social distancing (distance > 6 feet) cannot be maintained, and are encouraged to be worn at all other times.
- Disinfectant and hand sanitizers will be located throughout the campus for frequent hand washing.

Drill Events.

- Masks will be required for all of the drill specific events – Unarmed Basic, Armed Basic, Unarmed Exhibition, Armed Exhibition and Color Guard.
- Personnel Inspection will require masks for cadets and judges.

Athletic Events.

- At this time, all athletic events will take place as per normal drill meet guidelines. Units may not loan batons, and schools shall bring their own fluorescent road guard vest for use in the 16 x 100 relay.

Concessions.

- Major changes are in place for concessions. Food handling by multiple people in concessions is prohibited. Typical bulk grilling of hot dogs and hamburgers shall not be allowed. Units are encouraged to bring their own food or make other arrangements for meals. Host units may contract with local vendors to provide pre-packaged meals only. Only drinks and prepackaged snacks may be sold.

Awards Ceremony.

- Awards ceremonies shall be conducted outdoors. However, if inclement weather forces the awards ceremony into the gymnasium, then only the team captains of participating schools may go inside while the remaining team members wait outside of the awards venue (either on the bus or some exterior location on campus.).

Indemnity Forms and School Arrival.

- Participants should not attend if they feel unwell, have a fever, display any COVID-19 symptom, or have been exposed within the past 10 days to anyone with the virus.
- Instructors from visiting schools must record the temperatures of all cadets prior to disembarking from the bus. Anyone with a temperature greater than 100.4 degrees will not be allowed in the venue.

Cadets will wear masks during transit to and from the Drill Meet

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

C7 - Revision to Daily Hours for Teachers and Students for School Year 2020-2021

Description

There were several errors in the elementary school PLC times on this document that needed revising. The errors have not affected teachers' contractual hours of working 7.5 hours a day.
Clay County District Schools establish student and teacher reporting hours on an annual basis. Additionally, common planning time is delineated for each school on a weekly basis. Common planning provides structured time during the school day for teachers to share instructional challenges, and best practices, as well as participate in sustained development activities.

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

-Goal 1: Develop Great Educators and Leaders.

-Strategy 1.1: Develop a high quality and aligned instructional system.

Recommendation

That the Clay County School Board approve the revised 2020-21 School Hours for PLC teacher reporting and leaving time as submitted.

Contact

Roger Dailey, Cheif Academic Officer, roger.dailey@myoneclay.net or Terri Dennis, Chief of Staff, terri.dennis@myoneclay.net

Financial Impact

None

Review Comments

Attachments

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

C8 - Professional Learning Catalog (Master In-service Plan)

Description

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

Gap Analysis

Just Read Florida has recently developed a professional development course that allows participants to receive credit for Reading Competency 1 and Reading Competency 2 in the same course. The current Professional Learning Catalog does not have a component for this combination course, so a new component will need to be added to be able to offer this course for Clay County teachers.

Furthermore, the maximum number of points allowable for the Administrator Development component is currently set to 120 points. Individuals who completed the NEFEC Level 2 Principal Certification Program are eligible to receive 180 points for successful completion of this course. The maximum number of points for the Administrator Development component will need to be increased in order to award these individuals full points for the program.

Additionally, several minor updates are needed to reflect the change in supervisor as well as to correct the typos that are present in the existing Professional Learning Catalog.

Previous Outcomes

The CCDS Professional Learning Catalog was last revised in May 2020.

Expected Outcomes

The CCDS Professional Learning Catalog will include a component for the Reading Competency 1 & 2 Combination course so that this professional learning opportunity can be provided for Clay County teachers, participants in the NEFEC Level 2 Principal Certification program will be eligible to receive full points for completion of this program, and the catalog will reflect the most accurate and up-to-date information.

Strategic Plan Goal

Goal: Goal 1: Develop a High Quality & Aligned Instructional System
Strategy: 1.1.2 Provide support for effective professional development necessary to assist teachers with providing high quality instruction.

Recommendation

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

Contact

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

Financial Impact

Financial Impact

$0.00 (include funding source)

Review Comments

Attachments

DRAFT

professional-learning-catalog-2020-21_Draft with Revisions_Dec 2020.pdf

Summary of Revisions to Professional Learning Catalog.pdf

DRAFT

SCHOOL DISTRICT OF CLAY COUNTY

Professional Learning Catalog 2020 – 2021

David Broskie, Interim Superintendent of Schools

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Discovering Endless Possibilities

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Clay County School Board

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RATIONALE

The commitment to a quality philosophy and the development and implementation of school improvement has significantly impacted the focus, content, and delivery of professional development. The School District of Clay County does not see itself as unrelated collections of School Board members, administrators, classroom teachers, support personnel, community groups, and students operating on separate agendas. It is, rather, a collective group of stakeholders pursuing the principles of quality and the school improvement mission of providing "a quality education in a safe, inviting environment so that all students learn and become successful, responsible citizens". Quality principles and school improvement beliefs and goals reflect the importance of ongoing evaluation of processes, shared responsibility, and professional education of all personnel. The Florida legislature recognizes the importance of planning for developing human potential and requires each district to develop a comprehensive master in-service plan.

MANAGEMENT PROCESSES

Individual schools and District Administration divisions and departments are challenged to incorporate quality principles, research-based instructional strategies and school improvement concepts into their planning and implementation processes. As a result of site-based planning and decision making and the involvement of internal and external stakeholders, professional development must address specific school needs, division and department needs, and community needs and expectations. Data collection becomes a valuable tool to identify common priorities while evaluation and follow up are essential to providing quality professional development experiences.

The responsibility for management of professional development in Clay County Schools lies primarily with the Professional Development Department. The Professional Development Department and the local sites facilitate the planning, delivery, follow-up and evaluation for the training and development experiences for instructional and non- instructional personnel.

Professional development experiences are designed for individuals, teams, departments, and schools to reflect the variation in stakeholder needs. They are delivered on In-service Days, outside of work day, during the work day, and during the summer. Workshops may be site- based or in a central or other applicable location. Personnel also have access to district online courses and courses at local universities and community colleges.

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All in-service offerings focus on one of the following categories: Florida Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, or parental involvement. Stakeholders may request professional development experiences as identified by a needs assessment and as prioritized funding permits.

Much of the professional development for technical and other support services is administered by the specific departments involved due to varied funding sources, number of personnel, and specialized job knowledge. Departments use internal instructors as well as external consultants and trainers.

Participation

Stakeholders are informed about available opportunities through a district-wide training automated staff development management system, professional development calendar, flyers, announcements in faculty meetings, and electronic notices.

Registration Process

The registration process varies. Potential participants register via the internet by accessing the current automated professional development management system. In some instances, participants are recommended by their immediate supervisor.

Component Information

The Master In-service Plan (MIP) contains the available components for use in training school board employees. Components may be written by district employees and submitted to the Professional Development Department for consideration. If it is determined that the need reflected in the new component is not addressed in a component currently in the plan, the Professional Development Department submits the new component to the Clay County School Board for approval. Once the board approves a component, it becomes a part of the MIP and can then be offered for component credit.

Component Points

The School District of Clay County offers professional development for certificated and non-certificated personnel. All activities for which in-service (component) points are awarded must be covered by an approved component outlined in the MIP. Final approval for component point credit will be given by the Professional Development Department.

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One (1) component point is equivalent to one (1) clock hour of participation in a training activity. Any component activity that has a partial hour will be rounded down (3.75 hours/points will become 3). The maximum number of points per day is six (6) for training conducted outside the School District of Clay County.

All personnel involved in a professional development activity are expected to successfully implement newly learned strategies and complete the assigned follow-up activity to demonstrate increased competency on the specific objectives addressed and its impact on student performance. Once evidence of participation and follow-up are completed, points will be awarded.

Instructors of courses that lead to an add-on endorsement may receive in-service points the equivalent of the course hours. Points may only be awarded one time per course.

Each individual is responsible for accessing his/her own personal professional development portfolio to determine the status of his/her progress in working toward certificate renewal and in completing activities in which they are currently enrolled.

College Credit

College credit can be used for the renewal of a certificate by requesting the *College Credit Advisement* form (HR-3-4040) from the Human Resources Department. Approval must be received prior to the first day of class.

Renewing Professional Educator's Certificate

A State of Florida, Department of Education, Professional Educator's Certificate can be renewed with component credit, college credit, a passing score on the subject area exam of a certification area listed on the certificate, instructing a college level course, or a combination of these options. These options must be completed within the 5-year validity period of the current certificate. Each staff member who wishes to have his/her teaching certificate renewed using only component points must have earned at least one hundred twenty (120) points during his/her current validity period of the certificate. Twenty (20) of that 120 must be credit in teaching students with disabilities.

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ESE-SWD (Exceptional Student Education – Students with Disabilities) Credit – Effective July 1, 2014

The Florida State Legislative group approved a new law requiring all those who hold a valid Florida Professional Certificate to complete 1 semester hour of college credit or 20 hours of professional development credit in teaching students with disabilities during the last validity period of the Professional Certificate.

One (1) Semester Hour in Teaching SWD (students with disabilities)

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

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

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

- Unacceptable MIP (Master In-service Plan) ESE Component Areas
  - ✓ Procedural/Legal Requirements
  - ✓ Working with Aides/Volunteers/Mentors
  - ✓ Gifted Training

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

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- ✓ Instructional Strategies
- ✓ Classroom/Behavior Management
- ✓ Assessment
- ✓ Curriculum

This requirement may be met through the completion of online and/or face-to-face training opportunities that meet the state requirements listed above. The tracking of this requirement will be included in the district's professional development management system. Certificated staff will be able to know their status toward meeting this requirement at any time by accessing their professional development portfolio.

Administrators will be able to monitor their faculty's progress toward meeting recertification requirements including the ESE-SWD 20-hours of professional development credit.

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Descriptions

- Middle Grades Code of conduct training—The district has adopted a Student Code of Conduct that applies to all students in Elementary and Secondary schools. All schools in the district ensure student understanding of the Code of Conduct at the start of the school year. Parents and students are provided an electronic copy of the Code of Conduct, and it is posted on the district website.
- The district provides Career And Professional Education (CAPE) Digital Tool certificates and CAPE Industry certifications through Career and Technical Education courses provided at both the Junior High and High school levels. Junior High students have the opportunity to take Digital Tool certification exams via local school course offerings on an elective basis. High School students complete CAPE Industry certifications via elective Career and Technical Education courses provided at each high school. Teachers are provided in-service locally at the district level and through Perkins PDI (Professional Development Institute).
- The district utilizes Google Apps for Education (G-Suite) throughout the district. All staff/faculty and students in grades 3-12 have Google accounts, and the district has procured Google Chromebooks to aid in the integration of technology in the classroom. In-services are offered at both the local school and district levels, and the district has made Google certified courses available to teachers to increase their skills and knowledge in integrating technology for learning. In addition, multiple technology tools are available for personalized learning including i-Ready and Achieve 3000.
- Extended Learning Opportunities for Students—The district has numerous venues to offer extended learning opportunities for students. Some of these include Dual Enrollment, Collegiate High School, Advanced International Certificate of Education (AICE), International Baccalaureate (IB), virtual and blended models of learning through Clay Virtual and Florida Virtual. Students also receive extended learning through programs, electives and clubs in addition to differentiated instruction in the classroom.

Bankable Points

Per the Florida Department of Education, the only professional development points that can be categorized as "Bankable" are ESOL, Reading and ESE-SWD (Students with Disabilities). The objective and/or focus of the training must relate directly to a curriculum standard for ESOL, Reading or Students with Disabilities.

Reading Credit

- Reading training completed prior to July 1, 1999 cannot be banked.
- A temporary certificate holder who completes bankable in-service points in teaching reading during the validity period of the temporary certificate must use those points toward renewal of the first 5-year professional certificate. The temporary and professional certificates must be issued for consecutive school years and such training must not have been included within the degree program.
- A professional certificate holder who completes bankable in-service points in the teaching of reading in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.
- English and Language Arts points are not bankable.
- Only professional development points that directly relate to Reading standards will be banked.

To request approval for bankable professional development points in Reading, In-service Coordinators must receive approval from the Supervisor of Elementary Education.

ESOL Credit (English for Speakers of Other Languages)

- A temporary certificate holder who completes bankable in-service points in teaching reading during the validity period of the temporary certificate must use those points toward renewal of the first 5-year professional certificate. The temporary and professional certificates must be issued for consecutive school years and such training must not have been included within the degree program.
- A professional certificate holder who completes bankable in-service points in the teaching of ESOL in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.

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ESE-SWD Credit (Exceptional Student Education-Students with Disabilities) ● The banking of ESE-SWD credit will be administered as directed by the FLDOE's Bureau of Certification.

Schools of Excellence—Professional Certificate Renewal Credit

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

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

Per the Florida Department of Education, "Each certified individual employed at a designated School of Excellence may be awarded twenty (20) in-service points for the 2017-2018 school year. If the school maintains the three-year designation as a School of Excellence, each certified individual employed at the school during the respective designation years can earn another twenty (20) in-service points for the 2018-2019 school year and an additional twenty (20) in-service points for the 20192020 school year."

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

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Procedure for Updating MIP

Revisions for the MIP are approved by the Clay County School Board with input from various sources. Some examples are listed below.

- Participant evaluations of professional education experiences
- A review of existing components by component authors
- Program evaluations
- Legislative, Department of Education, School Improvement and district expectations

PROFESSIONAL DEVELOPMENT SYSTEMS

Planning

The most significant aspect of a district-wide professional development system is planning. Professional development must include scientifically research-based opportunities that align with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning. Within the planning process, the areas of needs assessment, developing a plan, addressing content learning and ensuring that trainers are highly skilled are imperative for success. The primary focus for training falls in one or more of the following categories: Florida State Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, or family involvement.

To determine and plan for the professional development teachers need to improve student performance, the academic progress of our students must be evaluated. A formal needs assessment survey is presented (annually) to all faculty members. The needs assessment process is composed of six steps.

- Identify data sources
- Identify data collection methods
- Educate participants to the purpose of the process
- Collect data
- Analyze data and establish priorities
- Consider implications of the data

A description of each follows:

1. **Identify Data Sources—**Multiple data sources are used to assess the professional development needs of faculty members:
    - Classroom disaggregated student achievement data by content area and skills
    - District assessments
    - State assessments
    - School Improvement Plans
    - Annual performance appraisal data for teachers and administrators
    - Annual school reports
    - District plans for professional development
    - District strategic plans
    - K-12 Reading Plan

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- District Technology Plan
- Feedback from teachers, administrators, Professional Development Advisory Council members, and curriculum specialists
- Professional Development Department staff regarding requests for service from schools and departments/divisions
- Clay County Education Association (CCEA)
- Clay Educational Staff Professional Association (CESPA)

2. **Identify Data Collection Methods**
   - Review student achievement data
   - Learning Target Plans
   - Personal interviews
   - Professional Development needs assessment survey completed and returned to the Professional Development Department
   - Review of teacher and administrator performance appraisals and school reports

3. **Educate Participants to Purpose of the Process**
   Participants are oriented to the needs assessment process. They are given instructions for completing the needs assessment survey. They are also given instructions in the methods that should be used to identify their professional development needs.

4. **Collect Data**
   Data collection methods are as follows:

   - *Review Student Achievement Data*
     Faculty members are asked to review classroom disaggregated student achievement data in conjunction with district assessments, state assessments, school reports, and School Improvement Plans to identify professional development needs for increased student performance.

   - *Learning Target Plans*
     Learning Target Plans are reviewed for unmet professional development needs.

   - *Personal Interviews*
     Professional development needs are identified by collegial conversations between teachers, administrators, and the Professional Development Department.

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- *Professional Development Needs Assessment Survey*
  A needs assessment survey is sent to all employees on an annual basis to determine teacher, administrator, and support employees professional development needs.

- *Teacher and Administrator Performance Appraisals*
  Performance appraisals for teachers and administrators are reviewed in the process for determining the district wide professional development needs for improving student performance.

5. **Analyze Data and Establish Priorities**
   The Professional Development Department, along with other departments in the district, analyzes the data collected and establishes the training priorities for the district.

Delivery

The delivery of professional development opportunities will focus on relevance, learning strategies, continuous training, technology usage, time resources, funding resources, coordinated records, leadership and growing the organization. To ensure relevance of professional development, evaluations completed by participants will be reviewed for similarity between identified needs and delivery.

The most effective means for enforcing newly learned strategies are modeling, practice and feedback. These most often take place through participation in professional learning communities. Instructors and/or facilitators are requested to model the techniques they are presenting in the same way a teacher would use them in the classroom. The opportunity for practice is an invaluable teaching method for ensuring mastery. Facilitators are also encouraged to allow opportunities for feedback once participants have implemented the new strategy into their classroom.

Sustained or continuous professional learning is the best tool for reinforcing skills and knowledge that are new. Multiple sessions over an extended period of time allows for implementation and feedback and gives participants the opportunity for collegial conversations to discuss the implementation results.

Many different forms of technology are used in providing training. They include, but are not limited to, online PD resources, Learning Management Systems, presentation software programs, videos, and educational software programs.

One of the most significant elements in providing professional development is having the time available for delivery of training. Professional development is

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provided before, during and after the school day, on the weekends, during summer and during pre- and post-planning.

Funding for professional development is based on the district's FTE. Other funding may be provided through grants and state and federal funds designated for teacher growth.

Easy access to coordinated records on received professional development is provided by an automated staff development management system. All certificated personnel are able to view their professional development portfolio to determine their progress toward certificate renewal. School administrators can also view the portfolios of their faculty members to ensure certificated personnel are on track with keeping their certificate renewed.

A commitment to professional development is a primary focus when implementing district-wide initiatives to improve student performance. Change is always linked to improved student performance. Professional development is the best tool to use in dealing with change. The administrative staff is the catalyst in promoting change and in mentoring those who aspire to become leaders.

Follow-up

Effective professional development cannot happen without the transfer of newly learned skills/knowledge into the classroom. If professional development is to have a positive impact on student performance, it must be implemented. For this reason, all in-service opportunities will have a follow-up activity. Follow-up activities will be determined by the facilitator. In-service points will not be awarded until follow-up has been successfully completed.

For teachers to be successful in the implementation of new strategies, it is important for coaching and mentoring to take place. Administrators and professional development facilitators are encouraged to be available for consultation and feedback after training takes place. They are also encouraged to provide web-based resources, including email correspondence, for additional information and assistance. If training is initiated at the school level, the In-service Coordinator at that school is responsible for ensuring follow-up takes place. If training is initiated at the district level, the facilitator will coordinate the follow-up activity(ies) and ensure consistency throughout the district.

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Evaluation

The most important aspect of an effective professional development system is evaluation. The only way to determine if a professional development activity has been implemented and if it is effective or ineffective is to conduct an evaluation to determine if there has been transfer into the classroom. If transfer into the classroom has taken place, it should be documented by tracking student change. Tracking student change can be done in many different ways. Some methods for tracking student change are: standardized achievement tests, district achievement tests, teacher-constructed tests, action research, performance checklists, and student portfolios.

The results of professional development evaluations are used in planning for the subsequent years' professional learning activities. They are also used to eliminate ineffective training that does not have a positive impact on student performance.

The legislature requires all districts to document expenditures for professional development resources in the following categories: Florida State Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

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Participant Follow-up

- Each participant will submit evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
- The evidence may be on-line and must be submitted to the Professional Development Facilitator for each activity.
- Each participant will submit to the Professional Development Facilitator documentary evidence of implementation for each of the related activities completed by the participant.

Program Evaluation

Program evaluation asks the fundamental question, "Is professional education in our district effectively meeting the needs of our organization and its employees?" This requires knowing stakeholder expectations and gauging them against our organizational purpose, the Professional Development mission, and the effectiveness of systems support. Program evaluation makes extensive use of existing data as well as the collection of new data through surveys, interviews, and

focus groups. Program evaluation is the responsibility of the Professional Development Department.

Reporting

Evaluation data is reported in the following ways:

- **Participation Evaluation**
  Results are used by the provider and coordinator of the professional development offering and are reported to the district for individual sessions. This data is most useful when combined with other participant evaluations to help evaluate a component.

- **Component Evaluation**
  Results of all component evaluations are reported to the Professional Development Department. This data is reviewed and used to assess the effectiveness of individual components.

- **Program Evaluation**
  The School District of Clay County has a process for program evaluation. Data will be compiled and the results will be reported to all schools, departments, and the Professional Development Department.

Tracking changes in educator practice is documented in one or more of the following methods: reflection logs, student assessments, professional learning community team logs, results documented in collaborative learning activities examining educator practice and work samples, learning walks, peer visits, and/or professional portfolios.

Major professional learning initiatives at both the school level and district level will be documented and evaluated using the Professional Development Evaluation form. This form is completed by participants and submitted to the Professional Development Department. The facilitator is asked to summarize the planning, implementation, follow-up, and evaluation of the training. They are also asked to provide input into how the evaluation of this training can be used in future professional learning initiatives. This document is used in planning future professional learning opportunities. This information is also used to fine-tune or discontinue ineffective professional learning.

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Evaluation Matrix

An organization that expects to improve must systematically collect data to monitor and determine the effectiveness and appropriateness of its actions. Consequently, professional education services are continually evaluated by customers and suppliers. Three evaluation types are listed below.

Evaluation Type	Description	Data Sources	Collection Methods	Responsible
Participant evaluation	Were skills, attitude, knowledge increased? Were activities effective?	Participants	Surveys, evaluations, interviews	Consultant, Program Administrator, Prof. Dev. Facilitators
Component Evaluation	Were activities beneficial? Were participants and presenters satisfied?	Participants, presenters	Component Evaluation, surveys, interviews	Consultants, Program Administrators, Professional Development Facilitators
Program Evaluation	Was the overall plan for professional education effective?	Mission, goals, needs, assessment, evaluations, surveys	Surveys, review existing data	Professional Development Department

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ADDENDUM

Master In-service Plan (MIP) Addendum

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

Areas	**Programs**
Beginning teachers	Professional Learning Facilitators for Beginning Teachers Support Program Resident Clinical Faculty for Pre-Intern and Pre-Service Teachers
Leadership development	Level II Principalship Certification Aspiring APs Program
Course work	Various Colleges & Universities

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

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

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TRAINING COMPONENTS

Teaching Students with Disabilities Component

State Identifier: 2-100-011 Effective 7/1/2014
Component Title: Teaching Students with Disabilities Professional Development
In-service Points: 20
Certification Areas: All

General Objectives:

Participants will be able to:

- Define and identify the federal and state requirements for identification and provision of services to students with disabilities.
- Compare and contrast development and characteristics of students with disabilities to non-disabled peers.
- Identify strategies for differentiating, adapting and providing accommodations in the classroom for students with disabilities.
- Identify instructional methods for integrating instruction in the classroom.

Specific Objectives:

1. Identify state and federal legislation that has affected the education of students with disabilities.
2. Identify the six principles of the Individuals with Disabilities Education Act (IDEA).
3. Recognize the sequence in the exceptional education process from referral to reevaluation.
4. Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected.
5. Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.
6. Compare and contrast the classifications and eligibility criteria established under IDEA and in the Florida State Board of Education rules.
7. Identify models of support for assisting students with disabilities in accessing the general education curricula.
8. Identify the guidelines of differentiated instruction used to maximize achievement for all students.
9. Identify the principles and guidelines to eliminate barriers to learning.
10. Explore how specially designed instruction for students with disabilities is related to instruction.
11. Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
12. Identify ongoing informal assessment techniques for adjusting instruction.

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13. Identify instructional tools and adjustments that can be used to support a differentiated learning environment to accommodate individual learner needs.

Activities may include:

1. Completion of all learning activities.
2. Review references and resources provided by facilitator/instructor.
3. Identify key terms associated with the exceptional students with disabilities
4. Demonstrate an understanding of the steps involved in the exceptional education process.
5. Demonstrate an understanding of strategies for differentiating and adapting instruction.
6. Acquire skills in instructional methods for integrating instruction in the classroom.
7. Demonstrate 80% mastery of course objectives.

Participant Follow-up:

Following successful completion of the training, participants must complete all required follow-up activities assigned.

Facilitator Component Evaluation:

1. Each facilitator will collect documentary evidence of follow-up from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

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Administrator Components

State Identifier: 7-507-016 Effective: 7.1.2010
Component Title: Administrator Development
In-service Points: 3-~~120~~ 180
Certification Areas: All

General Objectives:
The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Participants will also be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Understand and apply the Florida Principal Standards.
2. Develop knowledge of the research done on identifying effective teacher strategies in order to become certified in the evaluation process.
3. Develop and demonstrate knowledge of the Clay County Assessment System (CAS).
4. Demonstrate knowledge of research and competency development through preparation and presentation of in-service components.
5. Identify, develop, and implement appropriate use of computers and other technologies for instruction and management.
6. Develop knowledge and application of the Florida Standards.
7. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.
8. Establish and oversee professional learning communities based upon individual needs identified in student assessment data.

Activities may include:

1. Participating in or developing research-based workshops, on-site visitations/demonstrations (including technology), videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), collaborative learning walks, lectures and role-playing that will enhance the development of administrators and staff.

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2. Participating in and implementing distance learning administrative activities.
3. Participating in training to understand and apply the Florida Principal Standards.
4. Preparing a portfolio for the HRMD Leadership Development Program.
5. Participating in training and demonstrating the ability to use formative, summative, and benchmark data through observation, diagnostic skills, analyses of the data, and providing appropriate feedback to teachers.
6. Demonstrating knowledge of and applying appropriate procedures for implementing the CAS (Clay Assessment System)
7. Participating in training on C.E.T. (Clinical Educator Training) that will enhance knowledge of interpersonal communication skills, effective supervisory responses, instructional diagnostic instruments, recording anecdotal data, techniques in interactive data, steps of the clinical supervision model, and procedures for conducting pre- and postobservation conferences.
8. Participating in training of Principal Perceiver Interviews and implementing use of the instrument.
9. Participating in and implementing Professional Development Plan training through the S.P.R.I.N.T. (Supervisors of Pre-Intern Teachers) office.
10. Participating in and implementing strategies through collegial conversations between and among schools through the Crown Consortium, Florida Leaders.net, SREB (Southern Regional Education Board), and PEP (Professional Enhancement Program) programs to enhance instructional leadership qualities among administrative staff.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve teacher performance/student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than last day for teachers of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each activity completed by the participant.

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Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of teacher performance/student achievement in reading, writing, science, and/or math to the Professional Development Office.

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State Identifier: 7-512-001 Effective: 7.1.2010
Component Title: Instructional Leadership
In-service Points: 3-120 **Certification Area(s):**

General Objectives:
The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective classrooms at all grade levels. It will also enable administrators to recognize and evaluate research-based instructional strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more student-centered learning environment.
Participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Demonstrate knowledge of effective implementation of School Improvement plans at the local school/district levels including the purpose and oversight of the Learning Target Plans.
2. Develop knowledge of first year school advisory council members and/or chairpersons in the effective implementation of the school improvement planning process at the local school and district level as it pertains to State Educational Goals, Section 9, 229.591, Florida Statutes.
3. Develop knowledge of the evaluative self-study and purposes and procedures of the AdvancEd external five year review.
4. Demonstrate knowledge of the accreditation process for planned improvements.
5. Demonstrate knowledge and effective implementation of the Florida Continuous Improvement Model
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.
7. Demonstrate knowledge, participation and effective implementation in the Multi-Tiered System of Support.
8. Establish and oversee professional learning communities for instructional staff based upon individual needs identified in student assessment data.

Activities may include:

1. Developing and implementing strategies to meet objectives of the school improvement plan model.

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2. Developing knowledge and skill in identifying measurable outcomes for specific goals while developing, implementing, and assessing adequate progress according to the school improvement plan model.
3. Participating in the monitoring and evaluation of current school/district improvement plans including the K-12 Reading Plan.
4. Developing and implementing professional learning communities, lesson study/design groups, and action research to develop practical strategies for data collection and analysis.
5. Demonstrating knowledge of the AdvanceEd evaluation manual to acquire the ability to interpret policies, practices, and standards and evaluate the status of the school.
6. Increasing knowledge of the practical role of the School Advisory Council in advancing student achievement.
7. Demonstrating the ability to deal with interpersonal processes, such as collaboration, conflict management, problem solving and decision making that accompany change efforts.
8. Acquiring knowledge in the development of a variety of valid needs assessments so that the goals and objectives of the school improvement plan will reflect those assessments.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant will submit to the PDF documentary evidence of schoolwide student achievement in reading, writing, science, and/or math skills.

Facilitator Component Evaluation:

1. Each facilitator will collect documentary evidence of follow-up from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

DRAFT

State Identifier: 1-000-001 Effective 7.1.2010
Component Title: Learning With Art (Visual)
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in art.
2. Describe the process used to select textbooks for adoption in art.
3. Demonstrate knowledge of current copyright procedures and policies in art.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in art.
6. Develop and implement techniques that will teach students how to analyze information in art.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught using art to advance student learning.
2. Serving on District or State art textbook adoption committee to insure alignment with the Florida Standards and the Next Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing an artworks copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional

learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing pertaining to art in school.

5. Participating in distance learning arts activities, such as those programs offered by the Cummer Museum of Art or the Appleton Museum of Art and implementing those activities in the classroom.
6. Developing and implementing a community art awareness program.
7. Developing and implementing cross-curricula art lessons.
8. Developing and implementing an art-in-the-home program involving parents and children in the arts.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math.

Organization Information:

Submitted: Master-In-service Plan Committee, October 2009

DRAFT

State Identifier: 1-004-001 Effective: 7.1.2010
Component Title: Foreign Language Learning
In-service Points: 3-120
Certification Area(s): Foreign Language

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in foreign languages.
2. Describe the process used to select textbooks for adoption in foreign languages.
3. Demonstrate knowledge of current copyright procedures and policies in foreign languages.
4. Demonstrate competencies related to cooperative consultations and planning among regular education and exceptional student education staff members.
5. Develop knowledge and implement techniques for motivating students in foreign languages.
6. Develop and implement techniques that will teach students how to learn, use, and analyze information in foreign languages.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught in Foreign Language to advance student learning.

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2. Serving on District or State foreign language textbook adoption committee to insure alignment with Florida Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a foreign language copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures or role-playing, and action research.
5. Participating in and implementing district/school curriculum articulation in foreign language grades K-12.
6. Developing, participating in, and implementing in the production of materials to be used in foreign language to align with the FL Standards and NGSSS.
7. Participating in and implementing distance learning foreign language activities.
8. Developing, participating in and implementing cross-curricula foreign language lessons.
9. Reviewing, analyzing and identifying research related to ways to integrate foreign language through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.

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2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted: Master-In-service Plan Committee, October 2009

DRAFT

State Identifier: 1-407-001 Effective: 7.1.2010
Component Title: Information Literacy
In-service Points: 3-120
Certification Area(s): All

General Objective:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Participants will also be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in information literacy.
2. Describe the process used to select materials for the media center.
3. Demonstrate knowledge of current copyright procedures and policies.
4. Demonstrate competencies related to cooperative consultations and planning between regular education, media, technology, and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in library media/information literacy.
6. Develop and implement techniques that will teach students how to analyze information.
7. Acquire skills in motivating students to become avid and enthusiastic readers.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught using information literacy to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a copyright presentation.

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4. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.
5. Participating in and implementing distance learning activities.
6. Developing (through collaboration with classroom teachers), participating in, and implementing cross-curricula information literacy lessons.
7. Demonstrating knowledge of and skills in library/media programs and instructional resources.
8. Using interlibrary loan services through various providers.
9. Identifying and using services and training available through distance learning.
10. Demonstrating the ability to operate and maintain audiovisual materials and equipment.
11. Demonstrating ethical behavior in regard to information and information technology.
12. Developing and describing strategies to encourage students to read age-appropriate literature.
13. Participating in the selection of research-based adolescent and/or children's literature within the field of general education or a specific content area.
14. Identifying ways to monitor student progress as competent and motivated readers.
15. Developing and describing collaborative strategies to assist and encourage classroom teachers in introducing specific titles/resources to their students.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

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Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-In-service Plan Committee, October 2009

DRAFT

State Identifier: 1-008-002 Effective: 7.1.2010
Component Title: Learning with ELA **(**English Language Arts)
In-service Points: 3-120
Certification Area(s): All

General Objective:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in English Language Arts.
2. Describe the process used to select textbooks for adoption in English Language Arts.
3. Demonstrate knowledge of current copyright procedures and policies in ELA.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in language arts.
6. Develop and implement techniques that will teach students how to analyze information in ELA.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on studentcentered strategies and skills that could be taught using literacy strategies to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with Florida State Standards.
3. Developing, participating in, and implementing an ELA copyright presentation.

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4. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, and role-playing.
5. Participating in and implementing distance learning English Language Arts activities.
6. Developing, participating in, and implementing cross-curricula English Language Arts lessons.
7. Reviewing, analyzing, and identifying research related to ways to integrate language arts through the other content areas.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Developing and implementing a parent awareness program describing the advantages of integrated language arts instruction across the content areas.
10. Developing and implementing appropriate language arts teaching strategies.
11. Creating thematic units that integrate English Language Arts with the other content areas.
12. Developing an understanding of and techniques for implementing the Collaborative Classroom principles.
13. Developing, describing, and implementing strategies to encourage students to read and discuss age-appropriate literature.
14. Identifying and implementing ways to monitor student progress as competent and motivated readers.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the language arts related activities completed by the participant.

Facilitator Component Evaluation:

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1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted: Master-In-service Plan Committee, October 2009

DRAFT

State Identifier: 1-009-001 Effective: 7.1.2010
Component Title: Learning with Mathematics
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in math.
2. Describe the process used to select textbooks for adoption in math.
3. Demonstrate knowledge of current copyright procedures and policies in math.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in math.
6. Develop and implement techniques that will teach students how to analyze formative, summative, and benchmark assessment data.
7. Develop knowledge and effective implementation of the Response to Intervention (RtI) process.
8. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in professional learning communities that reflect on 21st century strategies and skills that could be taught in mathematics advance student learning.
2. Serving on District or State math textbook adoption committee to insure alignment with the Florida State Standards.
3. Developing, participating in, and implementing a math copyright presentation.

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4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, role-playing, or action research.
5. Participating in and implementing district/school curriculum articulation in mathematics grades K-12.
6. Developing, participating in, and implementing materials to be used in math to align with the Florida State Standards.
7. Participating in and implementing distance learning math activities.
8. Developing, participating in, and implementing cross-curricula math lessons.
9. Reviewing, analyzing, and identifying research related to ways to integrate math through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the mathematics related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-In-service Plan Committee, October 2009

DRAFT

State Identifier: 1-011-001 Effective: 7.1.2010
Component Title: Learning Through Physical Education
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.
Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in physical education, athletic coaching, health, physical science, and NJROTC.
2. Describe the process used to select textbooks for adoption.
3. Demonstrate knowledge of current copyright and legal procedures and policies in physical education, athletic coaching, health, physical science, and NJROTC.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge in and implement techniques for motivating students in physical education, athletic coaching, health, physical science, and NJROTC.
6. Develop and implement techniques that will teach students how to analyze information in physical education, athletic coaching, health, physical science, and NJROTC.

Activities may include:
1. Participating in professional learning communities that reflect on 21st century skills that could be taught using art to advance student learning.
2. Serving on District or State textbook adoption committee to insure alignment with the Florida State Standards and Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a physical education/athletic coaching copyright or tort liability in athletics presentation.

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4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), or lectures or role-playing pertaining to physical education/athletic coaching in school.
5. Participating in distance learning physical education/athletic coaching activities.
6. Developing, participating in, and implementing a community physical education awareness program, such as a Health and Physical Fitness Fair.
7. Developing, participating in, and implementing cross-curricula physical education, health, and NJROTC lessons.
8. Developing, participating in, and implementing a physical education/athletic coaching/NJROTC program involving parents and children in physical education/athletic coaching.
9. Developing and implementing programs that enhance student and parent knowledge of rules, safety regulations, skills, and social opportunities found in selected interscholastic sports and NJROTC programs.
10. Participating in and implementing District/school curriculum articulation in physical education.
11. Developing and implementing the District Health and Physical Fitness curriculum.
12. Developing and implementing programs that enhance awareness of the social, motivational, psychological, physiological, and maturational advantages of participation in interscholastic sports and NJROTC programs.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

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1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted: Master-In-service Plan Committee, October 2009

DRAFT

State Identifier: 1-012-001 Effective: 7.1.2010
Component Title: Pre-Kindergarten
In-service Points: 3-60
Certification Area(s): Pre-K, to include ESE Pre-K

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at the pre-kindergarten level. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in pre-kindergarten elementary school.
2. Describe the process used to select textbooks for adoption in specific content areas.
3. Demonstrate knowledge of current copyright procedures and policies in pre- kindergarten elementary education.
4. Demonstrate competencies related to cooperative consultations and planning between regular pre-kindergarten education and pre-kindergarten exceptional student education staffs.
5. Develop knowledge in and implement techniques for motivating students in pre- kindergarten elementary classrooms.
6. Develop and implement techniques that will teach students how to analyze information in pre-kindergarten elementary situations.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught at the preK, K level to advance student learning.
2. Serving on District or State pre-kindergarten textbook adoption committee to insure alignment with Florida State Standards.
3. Participating in and implementing distance learning Pre-kindergarten activities.

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4. Participating in or developing a pre-kindergarten elementary copyright presentation.
5. Participating in or developing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance elementary learning.
6. Developing and implementing Pre-Kindergarten curriculum.
7. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
8. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading and writing.
9. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading, and writing.
10. Developing and implementing evaluation techniques of students and programs.
11. Developing and implementing key experiences and activities that advance the cognitive development within the classroom.
12. Develop skills in identifying the characteristics of a developmentally appropriate and cognitively oriented pre-kindergarten curriculum to include establishing a daily routine and arranging and equipping a prekindergarten classroom to maximize learning opportunities.
13. Develop and implement knowledge and skills of child safety and first aid.
14. Develop knowledge of the problems children face (child abuse, cocaine babies) as these problems relate to learning.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

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Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master In-service Plan Committee, October 2009

DRAFT

State Identifier: 1-013-008 Effective: 7.1.2010
Component Title: Learning With Reading
In-service Points: 3-120 (Bankable when district approved)
Certification Area(s): All

General Objective:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in reading.
2. Describe the process used to select textbooks for adoption in reading.
3. Demonstrate knowledge of current copyright procedures and policies in reading.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in reading.
6. Develop and implement techniques that will teach students how to analyze student data from formative, summative, and benchmark assessments.
7. Develop knowledge and effective implementation of the MTSS process.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in reading to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with the Florida State Standards.
3. Developing, participating in, and implementing a reading copyright presentation.

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4. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.
5. Developing the skills necessary to implement student-centered, collaborative research-based reading programs,
6. Participating in training provided for reading tutors and coaches.
7. Participating in and implementing distance learning reading activities.
8. Developing, participating in, and implementing cross-curricula reading lessons.
9. Reviewing, analyzing, and identifying research related to ways to integrate Reading through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-In-service Plan Committee, October 2009

DRAFT

State Identifier: 1-015-001 Effective: 7.1.2010
Component Title: Learning with Science
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more student-centered collaborative learning environment. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in science.
2. Describe the process used to select textbooks for adoption in science.
3. Demonstrate knowledge of current copyright procedures and policies in science.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in science using strategies such as Argument Driven Inquiry (ADI).
6. Develop and implement techniques that will teach students how to analyze student data from formative, summative, and benchmark assessments.
7. Develop knowledge and effective implementation of the MTSS process.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participate in and implement science safety standards procedures (all grades).
2. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in science to advance student learning.
3. Serving on District or State science textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).

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4. Developing, participating in, and implementing a science copyright presentation.
5. Developing, participating in, and implementing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and/or role-playing, and action research.
6. Participating in and implementing district/school curriculum articulation in science grades K-12.
7. Developing, participating in, and implementing in the production of materials to be used in science to align with the Next Generation Sunshine State Standards (NGSSS).
8. Developing, participating in, and implementing in the production of materials to be used in science that align with the NGSSS.
9. Participating in and implementing distance learning science activities.
10. Developing, participating in, and implementing cross-curricula science lessons and labs.
11. Reviewing, analyzing and identifying research related to ways to integrate science through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

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Organization Information:
Submitted: Master-In-service Plan Committee, October 2009

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State Identifier: 1-016-001 Effective: 7.1.2010
Component Title: Social Sciences Learning
In-service Points: 3-120
Certification Area(s): All

General Objective:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in social sciences.
2. Describe the process used to select textbooks for adoption in social sciences.
3. Demonstrate knowledge of current copyright procedures and policies in social sciences.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in social sciences.
6. Develop and implement techniques that will teach students how to analyze information in social sciences.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in social sciences to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with the Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a social sciences copyright presentation.

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4. Developing, participating in, and implementing workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, and role-playing.
5. Participating in and implementing distance learning social sciences activities.
6. Identifying and implementing research-based practices to enhance student learning in social sciences.
7. Developing knowledge of and implementing techniques for motivating students in social sciences.
8. Developing, participating in, and implementing techniques that will teach students how to analyze information in social sciences.
9. Developing, participating in, and implementing networks for communicating with others in the state and country on innovative strategies for teaching social sciences.
10. Developing, participating in, and implementing appropriate social sciences teaching strategies.
11. Reviewing, analyzing, and implementing test instruments appropriate for social sciences evaluation.
12. Developing and implementing methods to incorporate reading in the content area of social sciences.
13. Developing and implementing thematic units that integrate social sciences with reading and language arts skills.
14. Updating knowledge in content area of social sciences.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the related activities completed by the participant.

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Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math.

Organization Information:

Submitted: Master-In-service Plan Committee, October 2009

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State Identifier: 3-003-003 Effective: 7.1.2010
Component Title: Computer Science/Technology Education
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels using technology education tools. It will also enable administrators to recognize and evaluate effective use of technology in the classroom.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment utilizing technology. Administrator participants will be able to recognize and evaluate effective research- based technology education tools/programs.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning through computer science and technology.
2. Demonstrate knowledge of current copyright procedures and policies regarding computer use in courses.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students to use computers and technology in their studies.
6. Develop and implement techniques that will teach students how to analyze information gained through technology use.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in or developing a computer/technology copyright presentation.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper

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paperwork is submitted), lectures, or role-playing that will enhance the use of computer software and hardware.

3. Demonstrating the ability to use technology equipment and to define the personnel involved in producing a video that enhances student learning.
4. Demonstrating the ability to devise and implement assignments that use multimedia (the melding of multi-media) to enhance student learning.
5. Developing classroom websites that encourage involvement in the classroom.
6. Demonstrating the ability to devise and implement programs for classroom management as well as programs for classroom lessons that indicate a restructuring of the lecture-oriented classroom to a more student-centered one.
7. Demonstrating the ability to use textbook-related technology to enhance student learning.
8. Demonstrating the ability to implement and maintain a successful TCP/IP network.
9. Demonstrating the ability to explain and employ administrative automated information management systems.
10. Identifying and using services and training available through distance learning.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the technology related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.

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2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted: Master In-service Plan Committee, October 2009

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State Identifier: 3-007-005 Effective 7/1/2010
Component Title: Technology - Integration into the Curriculum
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum. It will also enable administrators to recognize and evaluate effective use of technology systems.

Upon successful completion of the components, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional technology strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning through technology integration.
2. Demonstrate knowledge of current copyright procedures and policies regarding technology use in courses.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students to use technology in their studies.
6. Develop and implement techniques that will teach students how to analyze information gained through technology use.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Develop skills and implement techniques that will teach students how to effectively utilize online collaboration programs, systems, or applications.
9. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in or developing a technology copyright presentation.

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2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance the integration of technology in the instructional setting.
3. Demonstrating the ability to incorporate diverse software programs to enhance student learning.
4. Demonstrating the ability to devise and implement assignments that use multimedia (the melding of multi-media) to enhance student learning.
5. Demonstrating the ability to devise and implement programs for classroom management as well as programs for classroom lessons that indicate a restructuring of the lecture-oriented classroom to a more student-centered one.
6. Demonstrating the ability to devise and implement strategies for and lessons involving the use of adaptive software and hardware to enhance student learning.
7. Demonstrating the ability to devise and implement the adaptation of a traditional unit of study into an on-line unit of study through an interactive website.
8. Demonstrating the ability to use textbook-related technology to enhance student learning.
9. Demonstrate the ability to design lessons and activities that involve (incorporate) online student collaboration through the use of blog's, wiki's, and social networking.
10. Identifying and using services and training available through distance learning.
11. Developing classroom websites that encourage family involvement in the classroom.

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Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the technology related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-In-service Plan Committee, October 2009

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State Identifier: 1-017-001 Effective: 7.1.2010
Component Title: Learning through Writing
In-service Points: 3-120
Certification Area(s): All

General Objective:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more student - centered learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in writing.
2. Demonstrate knowledge of current copyright procedures and policies.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
4. Develop knowledge and implement techniques for motivating students in writing and improvement of student writing skills.
5. Develop and implement techniques that will teach students how to analyze information in writing.
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in writing to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with the Florida Standards.
3. Developing, participating in, and implementing a writing copyright presentation.
4. Developing, participating in, and implementing workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.

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5. Participating in and implementing distance learning writing activities.
6. Developing, participating in, and implementing cross-curricula writing lessons.
7. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
8. Developing lessons and activities to be used in writing instruction throughout the school day.
9. Identifying ways to monitor student progress and assess student performance in writing.
10. Identifying ways to teach students how to assess and reflect on their own writing.
11. Modeling a variety of techniques for pre-writing, drafting, revising, and editing student writing.
12. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
13. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-In-service Plan Committee, October 2009

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Additional Components

State Identifier: 6-414-002 Effective: 7.1.2010
Component Title: Basic Life Saving Training
In-service Points: 3-120
Certification Area(s): Content for all areas

General Objective(s):
This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, splinting, trauma & medical emergencies, shock, burn care, safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and re-current training as required.

Specific Objective(s):

1. Participants will gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the Heimlich maneuver to clear obstructed airway in choking.
2. Participants will gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross.
3. Participants will gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock. 4. Participants will demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross.
5. Participants will demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals.
6. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities:

1. A three-day workshop will be conducted by a certified trainer in BLS/CPR and First Aid.
2. A sixteen-hour workshop, which will include lectures, demonstrations, and an emergency first aid video, will be conducted.
3. Participants will be involved in simulated emergency rescue situations in order to demonstrate acquisition of skills.

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4. An eight-hour course of instruction on Basic Life Support and First Aid Training.
5. A four-hour course of instruction and testing is required for the adult-only certification. An additional two hours are required to add the pediatric certification.

Participant Evaluation:
Participant shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%. The participant will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.

Component Evaluation:
The instructor will submit to the facilitator a summary of the pass/fail rate of the participants post-assessment. At least 90% of participants shall demonstrate increased skill or knowledge.

Organization Information:
Submitted: Master In-service Plan Committee, October, 2009

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State Identifier: 5-404-003 Effective: 7.1.2010
Component Title: Classroom Management
In-service Points: 3-120
Certification Area(s): Content for all areas

General Objective(s):
The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all levels. This component will enable administrators to recognize and evaluate effective classroom management strategies.

Upon successful completion of the component, all participants will be able to implement classroom management strategies that will create an atmosphere allowing for effective learning to take place. Administrators will be able to recognize and evaluate effective research-based classroom management strategies.

Specific Objectives:
1. Demonstrate knowledge of the skills of high performing teachers such as organization, questioning techniques, effective presentations, developing and administering assessments, conferencing with parents, teaching/learning styles, multiple intelligences, the difference between concepts, academic rules, value knowledge, laws and law-like, Learning Target Plans, and Professional Development Plans.
2. Demonstrate knowledge of productive group work, cooperative learning and group work.
3. Develop and implement classroom management concepts and techniques.
4. Develop knowledge of high -risk student characteristics and research-based instructional strategies designed to meet their needs.
5. Develop a variety of strategies for improving behavior management including cognitive and empirical approaches.
6. Develop and implement knowledge of cooperative discipline.
7. Demonstrate skills in teaching students from varied cultures.
8. Research and implement proven strategies for motivating students.
9. Develop and implement knowledge and skills of the MTSS process.
10. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities:
1. Developing and participating in research-based workshops, on-site visitation/demonstrations (including technology), videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures

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and role-playing that will enhance the implementation of effective classroom management, instructional strategies, and cooperative learning.
2. Participating in professional learning communities that reflect on 21st century skills and classroom management strategies that could be implemented to advance student learning.
3. Developing, participating in, and implementing procedures for reducing restrictions in a student's optimal learning environment including CHAMPS (Conversation Help Activity Movement Participation System) training.
4. Developing, participating in, and implementing consequences designed to reduce the occurrence of behaviors that warrant a suspension or expelling in accordance with the Clay County School Board policies.
5. Developing, participating in, and implementing classroom management procedures that will integrate the affective curriculum with academics that will enhance students' learning environment.
6. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
8. Develop and implement a behavior management system appropriate for use with high risk students.
9. Develop and implement techniques for individualizing instruction for specific high risk students.
10. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant follow the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each activity completed by the participant.

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Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master In-service Plan Committee, October, 2009

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State Identifier: 4-401-002 Effective: 7.1.2010
Component Title: Data Analysis/Assessment
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable participants to increase knowledge and acquire skills in data analysis and assessment methods and systems to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective data analysis and assessment methods.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment. Administrator participants will be able to recognize and evaluate research-based data analysis and assessment tools and techniques that can be used to identify student instructional needs.

Specific Objectives:
1. Identify and implement research-based practices/assessments to enhance student learning.
2. Demonstrate knowledge of current data analysis/assessment procedures and policies.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
4. Develop and implement techniques that will teach students how to analyze information and their own assessment data.
5. Demonstrate knowledge and understanding of rubrics, portfolios, effective alternative assessments, disaggregation and interpretation of student data, and formal and informal assessment strategies/techniques.
6. Develop and implement knowledge and skills of the MTSS process.
7. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:
1. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing pertaining to data analysis or assessments in school.
2. Participating in distance learning data analysis and/or assessment activities.

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3. Developing and implementing cross-curricula desegregated/aggregated data/assessment analysis lessons to enhance the learning of students.
4. Developing and implementing the use of state/district testing/assessment data provided as well as data in all forms collected within the classroom to make informed academic decisions for individual students.
5. Developing, participating in, and implementing data analysis training through the Southern Regional Education Board (SREB--Schultz Center) and within the district.
6. Developing, participating in, and implementing generic and/or specific rubric for a variety of tasks.
7. Developing, participating in, and implementing requirements, locating appropriate data elements, and specific data to be input into TERMS and the DOE Data Base for specific Survey periods.
8. Develop and implement knowledge of procedures to verify accuracy of reporting data and the correction of already submitted data to DOE.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master In-service Plan Committee, October 2009

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State Identifier: 2-400-004 Effective: 7.1.2010
Component Title: Elementary Education
In-service Points: 3-120
Certification Area(s): Elementary

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at the elementary grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in the elementary school.
2. Describe the process used to select textbooks for adoption in specific content areas.
3. Demonstrate knowledge of current copyright procedures and policies in elementary education.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in elementary classrooms.
6. Develop and implement techniques that will teach students how to analyze information in elementary situations.
7. Develop and implement knowledge and skills of the MTSS process.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught to advance student learning.
2. Serving on District or State elementary textbook adoption committee to insure alignment with the Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Participating in or developing an elementary copyright presentation.

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4. Participating in or developing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, a professional learning community, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance elementary learning.
5. Developing and implementing school-wide homework guidelines.
6. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
7. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading, writing and all instructional areas.
8. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
9. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by: Master In-service Plan Committee, October 2009

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State Identifier: 8-413-001 Effective: 7.1.2010
Component Title: Family Involvement
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable the school community to improve student learning, improve student behavior, and create more efficient and effective classrooms at all grade levels. It will also enable administrators to recognize and evaluate effective processes for family involvement in the educational setting.

Upon successful completion of the component, all participants will be able to implement strategies that will construct a home/school connection that will emphasize an individualized learning environment. Administrator participants will be able to recognize and evaluate research- based strategies for improving the school community.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning through family involvement.
2. Demonstrate knowledge of current copyright procedures and policies in regard to family involvement.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs and families.
4. Develop knowledge and implement techniques for motivating students and parents to increase family involvement.
5. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing, participating in, and implementing a family-focused copyright presentation.
2. Developing, participating in, and implementing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or roleplaying that enhance the home/school connection.
3. Develop and implement techniques that will teach students how to make effective decisions.
4. Developing and implementing guidelines for parent conferences that positively impact student achievement.

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5. Developing, participating in, and implementing programs that will enhance a parent's awareness of and involvement with their child's academic/societal/extra-curricular activities and responsibilities.
6. Developing and implementing programs that increase family involvement in behavior rehabilitation programs.
7. Developing, participating in, and implementing family literacy programs.
8. Developing, participating in, and implementing effective parenting programs to include effective listening skills and enhanced communication between parents and their child.
9. Developing, participating in, and implementing programs that encourage family involvement in literacy building.
10. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
11. Developing, participating in, and implementing programs that will increase educator knowledge of the importance of family involvement in drug/alcohol/anger management programs.
12. Develop classroom websites that encourage family involvement in the classroom/school environment.
13. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.

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2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted by: Master In-service Plan Committee, October 2009

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State Identifier: 6-103-005 Effective: 7.1.2010
Component Title: Safe Crisis Management
In-service Points: 3-94
Certification Area(s): Content for all areas

General Objective(s):
The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants to recognize and evaluate effective strategies for controlling crisis situations.

Upon successful completion of the component, all participants will be able to implement research-based strategies that will create a safe learning environment. Participants will also be able to recognize, evaluate and use safe crisis management strategies.

Specific Objectives:
1. Participants will demonstrate knowledge of the stages of a crisis situation.
2. Participants will demonstrate knowledge of verbal and non-verbal interactive techniques to prevent/de-escalate explosive situations.
3. Participants will become familiar with safe crisis management concepts and techniques such as safe zone, pivot, balance and parry.
4. Participants will be able to correctly use/teach physical control and evasive techniques.
5. Participants will acquire knowledge of the dynamics of explosive behaviors.
6. Participants will be able to successfully utilize/teach holding techniques. Participants will be able to explain rationale and to demonstrate correct performance of current safe crisis management techniques/technologies.
7. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities:
1. Participating in or developing research-based workshops, on-site visitation/demonstrations (including technology), videotaped presentations, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the implementation of Safe Crisis Management.
2. Participating in in-service on Safe Crisis Management.
3. Participating in trainer-focused in-service on Safe Crisis Management.

Participant Follow-up:
1. Each participant must successfully demonstrate mastery of skills through a formal assessment administered by the facilitator.

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2. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
3. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.

4. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net. within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by: Master-In-service Plan Committee, October 2009

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State Identifier: 8-510-004 Effective: 7.1.2010
Component Title: Support Services Training
In-service Points: 3-120
Certification Area(s): N/A

General Objective(s):

1. Participants will increase the quality of their work area by increasing knowledge of trouble shooting techniques, test procedures, and leadership techniques.
2. Participants will increase effectiveness by maintaining safe work practices and procedures.
3. Participants will become better equipped to deal with the changes in technology evident in the repair industry.
4. The Support Services Personnel shall perform more efficiently and effectively in support of the district's goals related to pupil transportation.
5. Participants will achieve certification and/or licensure as defined in the specific objective.
6. Support employees shall acquire skills in achieving a positive learning environment for all students.
7. Identify effective practices that promote human rights for developing an understanding an appreciation of diversity.

Specific Objectives:

1. Receiving certification in Refrigeration and Recovery; Liquid Petroleum Gas; Boiler; Lift Station; School Bus Inspection and Backflow Prevention.
2. Participating in and implementing recommended methods of eliminating "down-time" through preventive maintenance.
3. Learning to identify defects that may jeopardize safety and the proper response to such defects.
4. Becoming familiar with appropriate standards of accounting associated with all work.
5. Becoming proficient in the role of the driver or attendant, demonstrating professional standards in pupil management and the District's discipline plan and displaying knowledge of customer service techniques and standards applied in the local setting.
6. Demonstrating increased skill in troubleshooting equipment maintained by the District.
7. Receiving training and certification in fork-lift, ram set nail gun and pin gun, Uniform Building Code Inspector and AutoCADD (Computer Aided Drafting and Drawing) Systems.
8. Demonstrating increased knowledge of local, state, and national codes and directives.
9. Increasing skill in safe working practices.

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10. Developing skills in building the team concept in the workplace, and in working and interacting successfully with fellow employees.
11. Increasing skills in the use of computer software programs related to the employees' specific job assignment.
12. Increasing skills in effectively managing, training and directing personnel.

Activities:
Activities may consist of but are not limited to lectures, demonstrations, selfdirected study materials, workshops, question/answer discussions and/or laboratory exercises designed for practicing new techniques.

Participant Evaluation:
A pre- and post- assessment will be administered to each participant. The participant shall successfully demonstrate increased competency on 80% of the specific objectives of the component.

Component Evaluation:
The instructor will submit to the facilitator a summary of the pass/fail rate of the participants post-assessment. At least 90% of the participants shall demonstrate increased skills or knowledge.

Organization Information:
Submitted by: Master In-service Plan Committee, October 2009

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District Only Components

State Identifier: 2-007-002 Effective: 7.1.2010
Component Title: Best Teaching Practices K-12
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the components, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning.
2. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
3. Develop knowledge and implement techniques for motivating students.
4. Develop and implement techniques that will teach students how to analyze information.
5. Research, identify, and implement instructional strategies that relate to learning methods.
6. Identify student differences and apply supplemental/specific instructional techniques in the classroom to promote student performance.
7. Increase knowledge in and translate research-based academic intervention methods into the K-12 classroom.
8. Increase knowledge and demonstrate skills in research-based techniques used in motivating students to learn.
9. Develop knowledge and effective implementation of the MTSS process.
10. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional

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learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures or role-playing, or action research.
2. Teaching a professional development course that leads to an add-on endorsement.
3. Developing, participating in, and implementing the production of materials to be used to align with the Florida State Standards and Next Generation Sunshine State Standards.
4. Participating in and implementing distance learning activities.
5. Developing, participating in, and implementing performance-based strategies and cross- curricula activities.
6. Reviewing, analyzing, and identifying research related to ways to integrate instruction in the content areas.
7. Creating a learning environment that meets the needs of the diverse student population.
8. Improving skills in using a variety of performance assessment techniques and strategies.
9. Expanding knowledge and techniques for effective communication in the classroom.
10. Acquiring knowledge and trends related to specific content areas.
11. Expanding skills and using technology to manage, evaluate, and improve classroom instruction.
12. Utilizing peer observations and feedback sessions to improve teaching and student learning.
13. Recognizing the need and implementing the process for continuous improvement for the teacher and the school.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

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4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the activities completed by the participant.
5. Submit grade report showing completion of course participants.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development follow-up Form from each Participant.
2. Each facilitator will submit a short summary of the documentary evident of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by the Master In-service Plan Committee, October 2009

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State Identifier: 2-100-006 Effective: 7.1.2010
Component Title: ESE (Exceptional Student Education) Learning
In-service Points: 3-120
Certification Area(s): All

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement research-based strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in Exceptional Student Education (ESE).
2. Describe the process used to select textbooks for adoption in ESE.
3. Demonstrate knowledge of current copyright procedures and policies in ESE.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge of and will implement techniques for motivating students in ESE.
6. Develop and implement techniques that will teach students how to analyze information in ESE.
7. Identify and implement strategies to deal with affective needs through behavior plans and specific curriculum.
8. Develop and implement specific guidelines that comply with state and federal regulations.
9. Develop awareness of and implement successful and varied assessments.
10. Develop and implement curricula accommodations/modifications and behavioral management skills that will promote positive student functioning/learning.
11. Develop and implement knowledge and skills to identify and appropriately place ESE students.
12. Develop knowledge and effective implementation of MTSS process.
13. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

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Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and instructional strategies that could be implemented to advance student learning.

2. Serving on District or State ESE textbook adoption committee to insure alignment with Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing an ESE copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), or lectures or role-playing pertaining to ESE.
5. Participating in distance learning ESE activities and implementing those activities in the classroom.
6. Developing and implementing a community ESE awareness program.
7. Developing and implementing cross-curricula and inclusion ESE lessons.
8. Demonstrating and developing instructional/ behavioral techniques for use with ESE students.
9. Develop an understanding of medical conditions and medications, using information from evaluations, for appropriate delivery of strategies that will positively impact student learning/progress.
10. Develop, participate in, and implement techniques for safely positioning, moving, and lifting students for optimal learning opportunities.
11. Develop knowledge and skills for successful use of assistive technology devices that will positively impact student learning/progress.
12. Developing and demonstrating the appropriate writing of goals and objectives for optimal learning opportunities of students.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.

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3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the ESE related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-In-service Plan Committee, October 2009

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State Identifier: 6-404-001 Effective: 7.1.2010
Component Title: Student Services – A Safe Learning Environment
In-service Points: 3-60
Certification Area(s): Content for all areas

General Objectives:
The purpose of this component is to enable participants to establish an inviting and safe learning environment for students at all grade levels. This component will enable participants to recognize and evaluate effective strategies and techniques for creating a safe, positive place for learning.

Upon successful completion of the component, all participants will be able to implement strategies that will create safe learning environments. Participants will be able to recognize and evaluate procedures and research-based best practices in eliminating any physical, cultural, or mental health threats or barriers that may interfere with the academic achievement of students.

Specific Objectives:

1. Demonstrate knowledge of analyzing information to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues and implement effective methods of communication, consultation, and collaboration with students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in educational teams.
3. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students.
4. Develop and implement research-based intervention strategies for violence prevention and resolution of student/faculty conflicts.
5. Implement established procedures within schools in the event of an emergency or catastrophic event.
6. Identify and implement behavioral interventions that promote and support safety in the learning environment.
7. Recognize and apply the laws, rules, policies, and established procedures that are required in providing a safe place to learn.
8. Develop knowledge and effective implementation of the MTSS process.
9. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing and participating in research-based workshops, on-site visitation, demonstrations (including technology), videotaped presentations,

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problem- solving teams, professional learning communities, lesson design/study
groups, conferences (provided proper paperwork is submitted), lectures, and role-playing that will enhance the role of Student Services.

2. Participating in professional learning communities that reflect on 21st century skills strategies that could be implemented to advance student learning.
3. Participating in and implementing Question, Persuade, Refer,(QPR) strategies with students and adults to enhance health, safety, while reducing risk.
4. Participating in and implementing Foundations, a research-based schoolwide discipline program.
5. Participating in and implementing techniques of Crisis Intervention training.
6. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
8. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

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Organization Information:
Submitted: Master-In-service Plan Committee, October 2009

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State Identifier: 6-409-001 Effective: 7.1.2010
Component Title: Student Services – Social, Counseling, Psychological and Health
In-service Points: 3-120
Certification Area(s): Content for all areas

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, recognize multicultural issues, and create more efficient and effective schools at all grade levels. This component will enable participants to recognize and evaluate effective student services procedures and learning strategies.

Upon successful completion of the component, all participants will be able to implement strategies that will create a more individualized learning environment. Participants will be able to recognize and evaluate research-based academic interventions and best practices to eliminate physical, cultural, or mental health threats or barriers that may interfere with student's academic achievement.

Specific Objectives:

1. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues involved in the social, counseling, psychological, and health issues in the schools.
3. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
4. Develop and implement methods of accommodating assessment, instruction, and materials to meet individual student needs.
5. Develop and implement knowledge of transition planning from elementary to secondary education to develop desired post-school outcomes.
6. Identify and deliver methods/techniques to generate a dropout retrieval program.
7. Implement the knowledge of state and federal legislation affecting the education of students by adapting that knowledge to academic and career planning for post-school outcomes.
8. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students and faculties.
9. Demonstrate knowledge and implement new testing instruments and evaluation techniques for all forms of assessment.
10. Analyze and relate current information regarding scholarships, financial aid, and transitional trends in education.

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11. Identify and use current laws, rules, policies, and procedures in managing student records.
12. Knowledge in analyzing and maintaining student attendance records.
13. Develop and implement research-based models that promote parent involvement and parent support.
14. Develop and implement knowledge and skills in the Multi Tiered System of Support process.
15. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing and participating in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.
2. Participating in and implementing Question, Persuade, Refer,(QPR) strategies with students and adults to enhance health, safety, while reducing risk.
3. Participating in and implementing Foundations, a research-based schoolwide discipline program.
4. Participating in and implementing Crisis Intervention.
5. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
6. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
7. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of

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the follow-up evidence or no later than teacher's last day of the current academic year.

4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math.

Organization Information:

Submitted: Master-In-service Plan Committee, October 2009

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State Identifier: 1-002-001 Effective: 7.1.2010
Component Title: CTE (Career & Technical Education)/TECH PREP Learning
In-service Points: 3-120
Certification Area(s): Agriculture, Business, Distributive, Diversified, Health Science, Public Service, Family and Consumer Sciences, Technical Education, Marketing Education, Trades/Industrial Education, Exploratory Education, and ESE/ CTE.

General Objectives:
The purpose of this component is to enable all CTE/TECH PREP teachers to improve student learning, improve student behavior, and create more efficient and effective classrooms at secondary grade levels. It will enable administrators to recognize and evaluate effective instructional strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective researchbased instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in CTE/TECH PREP courses.
2. Describe the process used to select textbooks for adoption in CTE/TECH PREP courses.
3. Demonstrate knowledge of current copyright procedures and policies in CTE/TECH PREP courses.
4. Demonstrate competencies related to cooperative consultations and planning between regular education, exceptional student education and CTE/TECH PREP staffs.
5. Develop knowledge of and will implement techniques for motivating students in CTE/TECH PREP studies.
6. Develop and implement techniques that will teach students how to analyze information in CTE/TECH PREP courses.
7. Research, evaluate, and implement models that promote work force readiness.
8. Acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE/TECH PREP classroom.
9. Identify and implement reading strategies within the CTE/TECH PREP classroom.
10. Developing, participating in and implementing cross-curricula lessons and labs.

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11. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Serving on District or State CTE/TECH PREP textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
2. Participating in or developing a CTE/TECH PREP copyright presentation.
3. Implementing interactive computer/laser disk software as it pertains to CTE/TECH PREP.
4. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance CTE/TECH PREP learning.
5. Participating in the summer CTE internship program.
6. Participating in and implementing distance learning CTE/TECH PREP activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on line, or in print and must be submitted to the professional development facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in Reading, Writing, Science and/or Math.

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Organization Information:
Submitted: Master-In-service Plan Committee, October 2009

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PDA-ESE Components

STATE IDENTIFIER: 1-103-001 Effective: 7.1.2010
COMPONENT TITLE: Module 1 - Foundations of ESE
IN-SERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES:
Increase knowledge of foundations of exceptional student educations.

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify state and federal legislation and case law that have affected the education of student with disabilities.
2. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free and appropriate public education).
3. Identify the required components of Individual Educational Plans, Family Support Plans and Individual Transition Plans.
4. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).
5. Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics.
6. Recognize the roles and responsibilities of IEP and child study team members.
7. Identify models of support for providing assistance in general education curricula.
8. Identify the purposes and functions of professional and advocacy organizations relevant to education of students with disabilities.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources

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5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for in-service point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

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STATE IDENTIFIER: 4-102-001 Effective: 7.1.2010
COMPONENT TITLE: Module 2 - Knowledge of Assessment and Evaluation
IN-SERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of assessment and evaluation

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify the purpose of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
2. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for students with special needs).
3. Identify appropriate formal an informal assessments for students across disciplines.
4. Interpret, analyze, and apply the results of formal and informal assessments for students across disciplines.
5. Identify alternative assessment strategies and procedures (e.g. observations, performance- based assessments, interviews, and portfolios) and their appropriate use.
6. Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

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Demonstrated competency of at least 80% of the objectives as determined by completion of assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for in-service point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

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STATE IDENTIFIER: 2-100-003 Effective: 7.1.2010
COMPONENT TITLE: Module 3 - Instructional Practices
IN-SERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of instructional practices in exceptional student education

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Analyze assessment information to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine IEP content.
2. Select instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities.
3. Identify instructional strategies for acquisition, generalization, and maintenance of skills across real-life situations at school, at home, and in the community.
4. Select relevant general education and special education curricula appropriate for a given student=s age, instructional needs, and functional performance across settings.
5. Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.
6. Identify methods of accommodating and modifying assessment, instruction, and materials to meet individual student needs.
7. Analyze educational activities to assist in the determination and development of accommodations and modifications that allow students across disabilities to participate in a meaningful way.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas

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6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for in-service point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

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STATE IDENTIFIER: 5-101-001 Effective: 7.1.2010
COMPONENT TITLE: Module 4 - Positive Behavioral Supports
IN-SERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of assessment, design, and implementing positive behavioral supports

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Identify data collection strategies to assess student behavior.
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
4. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
5. Recognize the various concepts and models of positive behavior management.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for in-service point assignment.

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Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

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STATE IDENTIFIER: 2-100-004 Effective: 7.1.2010
COMPONENT TITLE: Module 5 - Language Development and Communication
IN-SERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of language development and communication skills

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify the sequence of expressive and receptive language development and the components of language structure.
2. Identify communication deficits and select appropriate interventions.
3. Select strategies for integrating communication instruction into education settings.
4. Select appropriate assistive technology and alternative communication systems to facilitate communication.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for in-service point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

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ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

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STATE IDENTIFIER: 2-100-005 Effective: 7.1.2010
COMPONENT TITLE: Module 6 - Interpersonal Interactions and Participation
IN-SERVICE POINTS: 30
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of skills related to interpersonal interactions and participation

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.
2. Identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g. at school, at home, and in the community).
3. Identify skills necessary for students with disabilities to engage in selfdetermination and self-advocacy.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for in-service point assignment. Participants will complete feedback forms on the effectiveness of the

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training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

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STATE IDENTIFIER: 1-103-002 Effective: 7.1.2010
COMPONENT TITLE: Module 7 - Transition
IN-SERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of the transition process

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify activities relevant to the four stages of career development (i.e. awareness, exploration, preparation, and placement).
2. Identify the essential domains of transition planning (e.g. personal/social, general community functioning, and leisure/recreational) for students with disabilities.
3. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes.
4. Identify resources and strategies to assist in students functioning effectively in a variety of environments to which they will be transitioning.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Successful completion will be based on demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC.

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for in-service point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also

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complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Theory & Practice of Coaching a Specific Sport**
Component Number:	**1-011-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**011**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of athletic coaches in the knowledge of instruction and physiological principles applied to coaching a specific sport.

3. Link(s) to Priority Initiatives:
Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

___ Academic content standards for student achievement
___ Assessment and tracking student progress
___ Collegial learning practices
___ Continuous improvement practices
___ Digital Learning/Technology Infusion
___ Evaluation system indicators/rubrics/components
___ Instructional design and lesson planning
___ Instructional leadership (as per FPLS standards)
___ Learning environment (as per FEAPS standards)
___ Mastery of a specific instructional practice: _____
___ Mastery of a specific leadership practice: _____
___ Multi-tiered System of Supports (MTSS)
___ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
___ Non-classroom instructional staff proficiencies supporting student success
___ Organizational leadership proficiencies (as per FPLS)
___Professional and ethical behavior
___Regulatory or compliance requirements
_X__ Other: To provide Clay County students with the highest quality teaching and learning processes available.

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4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

___ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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1. **Select appropriate instructional strategies for athletic coaching.**
2. **Outline the development of athletic program philosophy, including goals and objectives.**
3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
4. **Distinguish characteristics of coaching an activity or sport.**
5. **List feedback methods used in athletic coaching.**
6. **Define methods used to evaluate student athletes and program effectiveness.**
7. **Analyze and utilize evaluated data when redesigning programs.**
8. **Identify available and suitable professional resources for coaching.**
9. **Identify basic training principles (e.g. overload, progression, specificity).**
10. **Identify the variables by which overload can be modified.**
11. **Evaluate and interpret the results of pre-physical fitness and motor assessments.**
12. **Using evaluated data, apply principles of training to formulate individual and group conditioning programs.**
13. **Explain body composition factors related to athletic performance potential including body weight as it affects performance and the percentage body fat related to conditioning.**
14. **Identify environmental conditions and their effects on personal health, safety, and learning (e.g. temperature, humidity, lighting, etc.)**

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7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the coaching of a specific sport.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to the coaching of a specific sport.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
  i. Develop an action plan for demonstrating the objectives in the workplace.
  ii. Maintain a journal/folder of activities supporting the objectives.
  iii. Other as determined by the instructor.
  iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

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

____ **B** Electronic, Interactive (includes facilitation supporting development/application on the job)

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

____ **D** Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)

____ **F** Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)

____ **G** Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)

____ **H** Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)

____ **I** Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

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____ **J** Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)

____ **K** Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

____ **M** Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

____ **N** Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

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

____ **P** Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

____ **Q** Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

____ **R** Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

____ **S** Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

____ **T** Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Katie Moeller**

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Clay County District Schools High Quality MIP Professional Learning Communities

1. Identification

Title: *Name of Component*	**Professional Learning Communities**
Component Number:	**2-408-023**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**408**
Local Sequence Number(s): *(3 digit code(s)*	**023**
Points to be Earned: *Number/range of points to be earned for component*	**3-120**

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2. Description: *Briefly describe the content or general objectives.*

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by implementing Professional Learning Communities (PLC) characterized by shared purpose, collective activity and responsibility among staff. Effective PLCs have an enduring influence on teacher practice and seek to enhance teacher knowledge of curriculum and instructional practices; therefore, it is vital that all members of the organization are continuously building communities that focus on continuous learning and improvement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
X	Assessment and tracking student progress
X	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
X	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____

X	Multi-tiered System of Supports (MTSS)
X	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
	Other:

14. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning	**1.1.1. Individual Needs Assessment:** The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.	**2.1.4. Generating a School-wide Professional Development Plan:** As part of the School Improvement Plan and in collaboration with the district's Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research and/or evidencebased professional development aligned to identified classroom level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.	**3.1.5. Integration of Initiatives:** Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.
Learning	**1.2.1. Learning Communities:** The educator participates in collaborative learning communities	**2.2.1. Learning Communities:** School-based professional learning occurs in	**3.2.1. Learning Communities:** The district supports and encourages

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	whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.	collaborative teams of adults whose goals are aligned with the team members' IPDPs and the school and district goals for student achievement.	professional learning in collaborative teams of educators.
Implementing	**1.3.1. Implementation of Learning:** The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.	**2.3.1. Implementation of Learning:** The school provides follow-up support to facilitate implementation of professional learning in the workplace.	**3.3.2. Coaching and Mentoring:** The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.
Evaluating	**1.4.2. Changes in Educator Practice:** The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.	**2.4.4. Evaluation Measures:** Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.	**3.4.3. Changes in Students:** The district assesses the impact of professional learning on student performance.

☐ Check here if not significantly related to any Protocol Standard.

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15. Impact Area(s): *Select all that apply.*

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

Specific Learner Outcomes: *Identify the priority study and/or on-the-job* implementation outcomes.

1. **Educators will create a shared mission, vision and values with collaborative teams of teachers.**
2. **Educators will engage in collective inquiry to determine action steps based on student achievement.**
3. **Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools.**
4. **Educators will analyze student data and make instructional decisions accordingly.**
5. **Educators will ensure that the classroom curriculum is based on standards; research-based instructional practices are utilized in the classroom; student mastery is assessed and appropriate interventions are implemented for all students.**

16. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?
Educators will collaborate in common subject areas. Collaboration will consist of analyzing student data and making instructional decisions as a result of data analysis. Educators will co-plan units of study and lesson plans to ensure consistency across gradelevel/subject area. Educators will create flexible groups of students to ensure personalized learning is occuring for each student.

HOW will the experiences be provided to participants during this delivery?
Participants will collaborate with same grade-level/subject area teachers. Based on the needs of the collaborative teams, local schools may provide targeted, research-based Professional Development opportunities for teachers and will provide necessary resources that meet teachers' needs to support student learning.

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KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).
Effective research-based practices, data analysis, flexible grouping, personalized learning, collaborative problem solving

Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
X	**I**	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

18. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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19. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?
Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools.

Who will **use** the evaluation **impact** data gathered?
Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

20. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development/Learning**
Name of component author	**Katie Moeller**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Performing Arts**
Component Number:	**1-010-002**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**010**
Local Sequence Number(s): *(3 digit code(s)*	**002**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of performing arts teachers in the knowledge of instruction and effective skills in teaching performing arts to students.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes**

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☐ **available.**

Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

4. Impact Area(s): *Select all that apply.*

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

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5. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for performing arts.**
    2. **Outline the development of performing arts program philosophy, including goals and objectives.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
    4. **Distinguish characteristics of teaching performing arts.**
    5. **List feedback methods used in performing arts.**
    6. **Define methods used to evaluate students in performing arts and program effectiveness.**
    7. **Analyze and utilize evaluated data when redesigning programs.**
    8. **Identify available and suitable professional resources for performing arts instructors.**

6. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in performing arts.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to students in performing arts.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:
        i. Develop an action plan for demonstrating the objectives in the workplace.

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ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
X	**N**	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
X	**P**	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

DRAFT

Date Approved

Department **Professional Development**

Name of component author **Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 1**
Component Number:	**1-013-009**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**009**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
X	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes**

DRAFT

☐ **available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
    2. **Outline the development of high quality reading programs.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
    4. **Distinguish characteristics of effective reading strategies.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at specific reading skills.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:
        i. Develop an action plan for demonstrating the objectives in the workplace.

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ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
X	**I**	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's

	T	summative reports or modeling to peers or supervisors Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 2**
Component Number:	**1-013-010**
Function: *(One digit code)*	**1**

Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**010**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. **Description:** *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. **Link(s) to Priority Initiatives:**
Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
X	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			

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Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
    2. **Outline the development of high quality reading programs.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**

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4. **Distinguish characteristics of effective reading strategies.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at specific reading skills.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.
    iii. Other as determined by the instructor.
    iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

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Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
X	**I**	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. **Implementation/Monitoring Procedures:** *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

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- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 3**
Component Number:	**1-013-011**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**011**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
X	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

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4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			

Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
    2. **Outline the development of high quality reading programs.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**

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4. **Distinguish characteristics of effective reading strategies.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at specific reading skills.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.
    iii. Other as determined by the instructor.
    iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

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Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
X	**I**	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. **Implementation/Monitoring Procedures:** *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

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- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved

Department **Professional Development**

Name of component author **Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 4**
Component Number:	**1-013-012**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**012**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
X	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
    2. **Outline the development of high quality reading programs.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
    4. **Distinguish characteristics of effective reading strategies.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at specific reading skills.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:
        i. Develop an action plan for demonstrating the objectives in the workplace.

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ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
X	**I**	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
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X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

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	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 5**
Component Number:	**1-013-013**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**013**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
X	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes**

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☐ **available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
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    - Lecture
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iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
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	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
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   Who will **use** the evaluation **impact** data gathered?

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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**1-102-005**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**102**
Local Sequence Number(s): *(3 digit code(s)*	**005**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the nature & needs, assessment & diagnostic of students with special needs.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
X	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

4. **Impact Area(s):** *Select all that apply.*

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

5. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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1. **Select appropriate accommodations and modifications for students with ASD**
2. **Outline the development of an effective classroom environment that supports students with ASD.**
3. **Recognize the importance of assessments and diagnostics in establishing instructional levels.**
4. **Distinguish characteristics of effective instruction for students with ASD.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

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6. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
  i. Develop an action plan for demonstrating the objectives in the workplace.

ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's

	T	summative reports or modeling to peers or supervisors Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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DRAFT

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**2-100-009**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**009**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the applied behavior analysis and positive behavior supports for students with ASD.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
X	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes**

DRAFT

☐ **available.**

Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

4. **Impact Area(s):** *Select all that apply.*

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

5. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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1. **Select appropriate accommodations and modifications for students with ASD**
2. **Outline the development of an effective classroom environment that supports students with ASD.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

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6. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.

ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
X	**I**	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's

	T	summative reports or modeling to peers or supervisors Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**2-100-010**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**010**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the applied behavior analysis and positive behavior supports for students with ASD through field-based experiences.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
X	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes**

DRAFT

☐ **available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
    2. **Outline the development of an effective classroom environment that supports students with ASD.**
    3. **Recognize the importance of applied behavior analysis in order to better support student success.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:

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i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
X	**I**	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
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   Who will **use** the evaluation **impact** data gathered?

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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DRAFT

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**3-100-001**
Function: *(One digit code)*	**3**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the assistive/instructional technology and alternative/augmentative communication systems.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
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X	Mastery of a specific instructional practice: _____
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	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes**

DRAFT

☐ **available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
    2. **Outline the development of an effective classroom environment that supports students with ASD.**
    3. **Recognize the importance of applied behavior analysis in order to better support student success.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:

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i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**3-100-002**
Function: *(One digit code)*	**3**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**002**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the assistive/instructional technology and alternative/augmentative communication systems.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
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X	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes**

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☐ **available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
    2. **Outline the development of an effective classroom environment that supports students with ASD.**
    3. **Recognize the importance of applied behavior analysis in order to better support student success.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:

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i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
x	**I**	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

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8. **Implementation/Monitoring Procedures:** *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
X	**P**	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted

		learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**1-102-004**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**102**
Local Sequence Number(s): *(3 digit code(s)*	**004**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in understanding the nature & needs, and assessment & diagnostic of students with ASD.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
X	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
X	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes**

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☐ **available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
    2. **Outline the development of an effective classroom environment that supports students with ASD.**
    3. **Recognize the importance of applied behavior analysis in order to better support student success.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:

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i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

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	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DRAFT

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESE Procedures and Practices**
Component Number:	**8-103-102**
Function: *(One digit code)*	**8**
Focus Area: *(3 digit code)*	**103**
Local Sequence Number(s): *(3 digit code(s)*	**102**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ESE teachers when following district procedures and best practices for students with special needs.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
X	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

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4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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1. **Select appropriate accommodations and modifications for students with disabilities.**
2. **Outline the development of an effective classroom environment that supports students with disabilities.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students with disabilities.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement ~~pertaining to ASD instruction~~.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.

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iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
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	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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X	**N**	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
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	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on

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☐ implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

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   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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District record keeping data related to development of this component:

DRAFT

Date Approved

Department **Professional Development**

Name of component author **Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Schools of Excellence**
Component Number:	**8-521-001**
Function: *(One digit code)*	**8**
Focus Area: *(3 digit code)*	**521**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of personnel that are responsible for leading and changing the learning environment at a school in order to increase student achievement and be identified as a school of excellence.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
X	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
X	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
X	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
X	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate systems for instruction and leadership in order to improve student achievement.**
    2. **Outline the development of an effective classroom environment including school wide behavior systems.**
    3. **Recognize the importance of applied behavior analysis in order to better support student success.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective interventions for students and teachers.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement ~~pertaining to ASD instruction~~.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:

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i. Develop an action plan for demonstrating the objectives in the workplace.
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X	**N**	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DRAFT

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 2**
Component Number:	**1-106-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including curriculum development and implementation strategies.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes**

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☐ **available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that are gifted.**
    2. **Outline the development of effective curriculum and design for students that are gifted.**
    3. **Recognize the importance of applied behavior analysis in order to better support student success.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective changes for curriculum.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~ in the gifted program.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD~~ gifted instruction.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:

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i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
X	**P**	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DRAFT

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 1**
Component Number:	**4-106-006**
Function: *(One digit code)*	**4**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**006**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including understanding the nature and needs of students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

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4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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1. **Select appropriate accommodations and modifications for students that are gifted.**
2. **Outline the foundation of an effective classroom environment for students that are gifted.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective changes for curriculum.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~ in the gifted program.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD~~ gifted instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.

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iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
X	**N**	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

DRAFT

Date Approved
Department **Professional Development**

Name of component author **Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 3**
Component Number:	**4-106-007**
Function: *(One digit code)*	**4**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**007**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including guidance and counseling for students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

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4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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1. **Select appropriate accommodations and modifications for students that are gifted.**
2. **Outline the development of guidance and counseling protocols for students that are gifted.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective changes for how to counsel students that are gifted.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~ in the gifted program.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD~~ gifted instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.

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iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
X	**P**	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

DRAFT

Date Approved

Department **Professional Development**

Name of component author **Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 4**
Component Number:	**2-106-014**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**014**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including the instruction and support of special populations students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
x	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

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4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

DRAFT

1. **Select appropriate accommodations and modifications for students that are gifted.**
2. **Outline the development of an effective learning environment for students that are gifted.**
3. **Recognize the importance of applied behavior analysis in order to better support student success.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective changes for curriculum.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~ in the gifted program.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD~~ gifted instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.

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iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
X	**P**	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 5**
Component Number:	**2-106-013**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**013**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including the theory and development of creativity of students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional and engagement strategies for students that are gifted.**
    2. **Outline the development of an effective learning environment that cultivates creativity for students that are gifted.**
    3. **Recognize the importance of applied behavior analysis in order to better support student success.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective changes for curriculum and instruction.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~ in the gifted program.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD~~ gifted instruction.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:
        i. Develop an action plan for demonstrating the objectives in the workplace.

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ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
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	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
X	**P**	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved

Department **Professional Development**

Name of component author **Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-700-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**700**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes effective methodology for teaching English to speakers of other languages.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

DRAFT

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and practice the effective methodology for teaching English to students that speak other languages.**
    3. **Outline the development of effective curriculum and design for students that are speakers of other languages.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of English language learners ~~students with ASD.~~
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD instruction~~ English language learners.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:

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i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
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	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted

		learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

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DRAFT

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-701-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**701**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that are ESOL that includes the effective testing and evaluation of students.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
X	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
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	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

DRAFT

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

Specific Learner Outcomes: *Identify the priority study and/or on-the-job* implementation outcomes.

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1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
2. **Understand and implement effective testing and evaluations for students that are ESOL.**
3. **Outline the development of effective curriculum and assessment for students that are speakers of other languages.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

6. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
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HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of English language learners ~~students with ASD.~~
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD instruction~~ English language learners.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
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DRAFT

iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-702-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**702**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes applied linguistics for teaching English to speakers of other languages.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and practice the applied linguistics for teaching English to students that speak other languages.**
    3. **Outline the implementation of applied linguistics for students that are speakers of other languages.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of English language learners ~~students with ASD.~~
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD instruction~~ English language learners.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:
        i. Develop an action plan for demonstrating the objectives in the workplace.

DRAFT

ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-703-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**703**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes the effective development of curriculum and materials for teaching students that are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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Specific Learner Outcomes: *Identify the priority study and/or on-the-job* implementation outcomes.

1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
2. **Outline the development of effective curriculum and design for students that are speakers of other languages.**
3. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
4. **Define methods used to evaluate student progress and program effectiveness.**
5. **Analyze and utilize evaluated data when redesigning programs.**
6. **Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

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6. **Learning Procedures (Methods):**

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of English language learners ~~students with ASD.~~
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD instruction~~ English language learners.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.

ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
X	**P**	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved

Department — **Professional Development**

Name of component author — **Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-704-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**704**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes enriching the various content classes that students who are ESOL participate in.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and practice incorporating engagement strategies for students that are ESOL into other content areas.**
    3. **Outline effective enrichment strategies for students that are speakers of other languages into other content areas.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of English language learners ~~students with ASD.~~
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD instruction~~ English language learners.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:

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i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

DRAFT

	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DRAFT

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-704-002**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**704**
Local Sequence Number(s): *(3 digit code(s)*	**002**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of category III teachers of ESOL students that includes effective methodology for teaching students that are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
X	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

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4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

DRAFT

1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
2. **Understand and practice the effective methodology for teaching English to students that speak other languages.**
3. **Outline the development of effective curriculum and design for students that are speakers of other languages.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of English language learners ~~students with ASD.~~
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD instruction~~ English language learners.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.

DRAFT

iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-705-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**705**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes effective strategies for cross-cultural communication skills.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
X	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

DRAFT

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

DRAFT

1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
2. **Understand and practice cross-cultural communication skills for students that are ESOL.**
3. **Outline the development of effective curriculum and design that incorporates cross-cultural communication skills.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of English language learners ~~students with ASD.~~
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD instruction~~ English language learners.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.

DRAFT

iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-705-004**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**705**
Local Sequence Number(s): *(3 digit code(s)*	**004**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of administrators and guidance counselors for working with students who are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
X	Professional and ethical behavior
	Regulatory or compliance requirements

DRAFT

X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

DRAFT

Specific Learner Outcomes: *Identify the priority study and/or on-the-job* implementation outcomes.

1. **Inform staff of appropriate accommodations and modifications for students that speak English as a second language.**
2. **Understand and promote the effective methodology for teaching students that speak English as a second language.**
3. **Understand the resources available for students that speak English as a second language.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

6. **Learning Procedures (Methods):**

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of English language learners ~~students with ASD.~~
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ~~ASD instruction~~ English language learners.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.

DRAFT

ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

DRAFT

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Difficulties, Disabilities, and Dyslexia**
Component Number:	**2-013-005**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**005**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

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2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that have reading difficulties, disabilities, and dyslexia. Teachers will learn instructional and intervention strategies in order to raise student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

DRAFT

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    2. **Select appropriate accommodations and modifications for students that have reading difficulties, disabilities, or dyslexia.**
    3. **Understand and implement effective testing and evaluations for students that have reading difficulties, disabilities, or dyslexia.**
    4. **Outline the development of effective lessons for students that have reading difficulties, disabilities, or dyslexia.**
    5. **Distinguish characteristics of positive behavior supports for effective instruction of students that have reading difficulties, disabilities, or dyslexia.**
    6. **Define methods used to evaluate student progress and program effectiveness.**
    7. **Analyze and utilize evaluated data when redesigning programs.**
    8. **Utilizing data, identify areas of growth and determine effective strategies for students that have reading difficulties, disabilities, or dyslexia.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement ~~pertaining to ASD instruction~~.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

DRAFT

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.
    iii. Other as determined by the instructor.
    iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's

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	T	summative reports or modeling to peers or supervisors Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

DRAFT

Date Approved

Department **Professional Development**

Name of component author **Jamie Iannone**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Difficulties, Disabilities, and Dyslexia for SWD**
Component Number:	**2-100-018**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**018**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that have reading difficulties, disabilities, and dyslexia. Teachers will learn instructional and intervention strategies in order to raise student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that have reading difficulties, disabilities, or dyslexia.**
    2. **Understand and implement effective testing and evaluations for students that have reading difficulties, disabilities, or dyslexia.**
    3. **Outline the development of effective lessons for students that have reading difficulties, disabilities, or dyslexia.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that have reading difficulties, disabilities, or dyslexia.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective strategies for students that have reading difficulties, disabilities, or dyslexia.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement ~~pertaining to ASD instruction~~.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

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- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.
    iii. Other as determined by the instructor.
    iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

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☒ ***Select ONE***

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

☐ **B** Electronic, Interactive (includes facilitation supporting development/application on the job)

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

☐ Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)

☐ **F** Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)

☐ **G** Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)

☐ **H** Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)

☐ **I** Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)

K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to*

receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
X	**P**	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

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evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Character Education**
Component Number:	**2-016-001**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**016**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers in the area of character education. Teachers will learn how to infuse character lessons into other content areas and assist students with social and emotional learning.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for character development of students.**
    2. **Outline the development of effective character lessons for students.**
    3. **Distinguish characteristics of positive behavior supports for effective character instruction of students.**
    4. **Define methods used to evaluate student progress and program effectiveness.**
    5. **Analyze and utilize evaluated data when redesigning programs.**
    6. **Utilizing data, identify areas of growth and determine effective strategies for character education of students.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement and social and emotional learning of students ~~with ASD~~.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement and social and emotional learning ~~pertaining to ASD instruction~~.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:
        i. Develop an action plan for demonstrating the objectives in the workplace.

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ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Athletic Coaching Endorsement**
Component Number:	**2-011-001**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**011**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about coaching theory and practice.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

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4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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1. **Select appropriate coaching strategies for students who participate in athletics.**
2. **Understand and implement effective athletic assessment of students in order to create a united team.**
3. **Outline the development of effective lessons for athletic students.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students in athletics.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective strategies for students in athletics.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students ~~with ASD~~.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional and coaching improvement and student athletic achievement ~~pertaining to ASD instruction~~.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.
    ii. Maintain a journal/folder of activities supporting the objectives.

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iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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X	**N**	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Athletic Coaching Endorsement**
Component Number:	**2-011-002**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**011**
Local Sequence Number(s): *(3 digit code(s)*	**002**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about how to care for and prevent athletic injuries.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

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X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

6.

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

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7. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate care strategies for athletics who get injured.**
    2. **Understand and implement effective assessment of athletic injuries so that proper care can be provided to students.**
    3. **Outline the development of effective injury prevention strategies to be followed by coaches.**
    4. **Define methods used to evaluate student progress and program effectiveness.**
    5. **Analyze and utilize evaluated data when redesigning programs.**
    6. **Utilizing data, identify areas of growth and determine effective strategies for the care and prevention of athletic injuries.**

8. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students ~~with ASD~~.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional and coaching improvement and student athletic achievement ~~pertaining to ASD instruction~~.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:
        i. Develop an action plan for demonstrating the objectives in the workplace.
        ii. Maintain a journal/folder of activities supporting the objectives.

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iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
X	**N**	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved

Department — **Professional Development**

Name of component author — **Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Athletic Coaching Endorsement**
Component Number:	**1-103-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**103**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about specific sporting rules and procedures.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

DRAFT

X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate coaching strategies for students who participate in specific sports.**
    2. **Understand and implement effective athletic assessment of students in a specific sport.**
    3. **Outline the development of effective lessons for athletic students.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students in athletics.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
    6. **Analyze and utilize evaluated data when redesigning programs.**
    7. **Utilizing data, identify areas of growth and determine effective strategies for students in a specific sport.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
    - Laboratory activities (role-playing)
    - Conferences and Seminars (with proper documentation)
    - Distance Learning Activities (e.g. webinars)

    HOW will the experiences be provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students ~~with ASD~~.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional and coaching improvement and student athletic achievement ~~pertaining to ASD instruction~~.

    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

    - Each participant will complete one or more of the following:
        i. Develop an action plan for demonstrating the objectives in the workplace.

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ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
X	**N**	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved

Department **Professional Development**

Name of component author **Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Job Embedded Reading Endorsement**
Component Number:	**2-013-014**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**014**
Points to be Earned: *Number/range of points to be earned for component*	**150-300 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the reading endorsement through a job embedded pathway. Teachers will learn high effect strategies for the instruction of reading and how to provide quality interventions to students who need additional reading assistance.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
X	Assessment and tracking student progress
X	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
X	Learning environment (as per FEAPS standards)
X	Mastery of a specific instructional practice: Reading
	Mastery of a specific leadership practice: _____
X	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements

DRAFT

X	**Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

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Specific Learner Outcomes: *Identify the priority study and/or on-the-job* implementation outcomes.

1. **Select appropriate instructional strategies for creating an effective reading block.**
2. **Understand and implement effective assessment strategies for students in reading.**
3. **Outline the development of effective lessons for reading.**
4. **Distinguish characteristics of positive behavior supports for effective instruction of students in reading.**
5. **Define methods used to evaluate student progress and program effectiveness.**
6. **Analyze and utilize evaluated data when redesigning programs.**
7. **Utilizing data, identify areas of growth and determine effective strategies for students in reading.**

6. **Learning Procedures (Methods):**

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students ~~with ASD~~.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement ~~pertaining to ASD instruction~~.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
    i. Develop an action plan for demonstrating the objectives in the workplace.

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ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
X	**H**	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

X	**M**	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
X	**N**	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
X	**P**	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
X	**R**	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
   - **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
   - **Observation of student performance. "D"**

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

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience**
Component Number:	**4-102-005**
Function: *(One digit code)*	**4**
Focus Area: *(3 digit code)*	**102**
Local Sequence Number(s): *(3 digit code(s)*	**005**
Points to be Earned: *Number/range of points to be earned for component*	**Maximum 80**

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2. **Description:** *Briefly describe the content or general objectives.*

Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

3. **Link(s) to Priority Initiatives:**
Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
X	Assessment and tracking student progress
X	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
X	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____

	Multi-tiered System of Supports (MTSS)
X	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
X	Professional and ethical behavior
X	Regulatory or compliance requirements
	Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	**School**	**District**
Planning	☒ 1.1.1	☐ Click here to enter text.	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,	☐ Click here to enter text.	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐ Click here to enter text.	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐ Click here to enter text.	☐ 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

Specific Learner Outcomes: *Identify the priority study and/or on-the-job* implementation outcomes.

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.

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2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
    i criteria for determining eligibility (medical and educational)
    ii autism-specific instruments
    iii instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
    i opportunities to enhance communicative initiations and interactions;
    ii opportunities for appropriate play and leisure activities;
    iii self-regulation and self-control;
    iv sensory-motor concerns and
    v direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.

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18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques

7. **Learning Procedures (Methods):**

WHAT will occur during the professional development component delivery?

- Participants will engage in:
- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW will the experiences be provided to participants during this delivery?

- Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of

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application within each in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. **Implementation/Monitoring Procedures:** *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
X	**R**	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are

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☐ aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
   2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
   3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments. The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

   Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    a. What evaluation data address value of the PD design?

    Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

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b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

District record keeping data related to development of this component:

Date Approved	**July 2020**
Department	**ESE Services**
Name of component author	**Peggy Williams**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
Component Number:	**2-100-001**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**Minimum 80/Maximum 80**

2. Description: *Briefly describe the content or general objectives.*

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
X	Assessment and tracking student progress
X	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
X	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____

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	Multi-tiered System of Supports (MTSS)
X	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
X	Professional and ethical behavior
X	Regulatory or compliance requirements
	Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	**School**	**District**
Planning	☒ 1.1.1	☐ Click here to enter text.	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,	☐ Click here to enter text.	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐ Click here to enter text.	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐ Click here to enter text.	☐ 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

Educators will:

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.

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3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying rein forcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

7. **Learning Procedures (Methods):**

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WHAT will occur during the professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW will the experiences be provided to participants during this delivery?

Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with

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		intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
X	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

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

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional

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Development evaluation data to reflect on practices and plan future sessions.

District record keeping data related to development of this component:

Date Approved	**July 2020**
Department	**ESE Services**
Name of component author	**Peggy Williams**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
Component Number:	3-100-003
Function: *(One digit code)*	3
Focus Area: *(3 digit code)*	100
Local Sequence Number(s): *(3 digit code(s)*	003
Points to be Earned: *Number/range of points to be earned for component*	Minimum 80/Maximum 80

2. Description: *Briefly describe the content or general objectives.*

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
X	Assessment and tracking student progress
X	Collegial learning practices
X	Continuous improvement practices
X	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
X	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
X	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)

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X	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
X	Professional and ethical behavior
X	Regulatory or compliance requirements
	Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	**School**	**District**
Planning	☒ 1.1.1	☐ Click here to enter text.	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,	☐ Click here to enter text.	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐ Click here to enter text.	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐ Click here to enter text.	☐ 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
   a) Single message
   b) Picture communication systems
   c) Manual communication boards
   d) Voice output communication devices

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e) Dynamic display devices 3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.

4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
    a. Identify vocabulary the student would need in specific environments.
    b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
    a. communication
    b. social interactions
    c. academics
    d. daily living
    e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.

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16. Describe how individuals with autism are included in transition planning in your district.

7. **Learning Procedures (Methods):**

WHAT will occur during the professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
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- Presentations
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HOW will the experiences be provided to participants during this delivery?

Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Select ONE

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

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	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
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8. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.

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2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

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Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

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Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional

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Development evaluation data to reflect on practices and plan future sessions.

District record keeping data related to development of this component:

Date Approved	**July 2020**
Department	**ESE Services**
Name of component author	**Peggy Williams**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Ethics – Instructional Personnel**
Component Number:	**8-410-503**
Function: *(One digit code)*	**8**
Focus Area: *(3 digit code)*	**410**
Local Sequence Number(s): *(3 digit code(s)*	**503**
Points to be Earned: *Number/range of points to be earned for component*	**3 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

Florida certified educators are held to standards of conduct as outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guideposts of what professional educators and members of the community can and should expect from educators. This training coves all components of Rule 6A10.081 and F.S.1012.795

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

	Academic content standards for student achievement
	Assessment and tracking student progress
	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)
	Mastery of a specific instructional practice: _____
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
X	Professional and ethical behavior

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X	Regulatory or compliance requirements
	Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

☒ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job* implementation outcomes.

- **Understand and implement professional judgment in decision making**
- **Understand and apply required obligations to student, profession, and public – Rule 6A-10.081**
- **Understand function of PPS and PPC**
- **Understand why educators are held to higher standard of conduct than general public and possible consequences of decision made**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)

HOW will the experiences be provided to participants during this delivery?

- Participants will participate in scenarios and determine if there are any violations of Principles of Professional Conduct.

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- Teachers will engage actively in discussions or proper decision making on and off campuses.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
  i. Survey of training and questions that may need addressing
  ii. ii. Write reflection of learned knowledge from training

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Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
X	**O**	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

NA

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

NA

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

NA

District record keeping data related to development of this component:

Date Approved	
Department	**Human Resources**
Name of component author	**Brenda Troutman**

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Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	Reading Competency 1 and 2: Reading Foundations and Research-Based Instructional Practices
Component Number:	1-013-014
Function: *(One digit code)*	1
Focus Area: *(3 digit code)*	013
Local Sequence Number(s): *(3 digit code(s)*	014
Points to be Earned: *Number/range of points to be earned for component*	120

2. Description: *Briefly describe the content or general objectives.*

This course will provide the opportunity for K-6 educators to develop, increase, and demonstrate knowledge of evidence-based practices in reading instruction as outlined in the Competencies 1 and 2 of the 2011 Reading Endorsement Competencies. The emphasis of this professional learning opportunity is focused on evidence-based practices in teaching foundational reading skills, assessment, and support for English Language Learners in order for educators to effectively meet the reading needs of all learners.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

X	Academic content standards for student achievement
X	Assessment and tracking student progress
X	Collegial learning practices
X	Continuous improvement practices
	Digital Learning/Technology Infusion
	Evaluation system indicators/rubrics/components
	Instructional design and lesson planning
	Instructional leadership (as per FPLS standards)
	Learning environment (as per FEAPS standards)

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X	Mastery of a specific instructional practice: Instructional Strategies that maximize student growth
	Mastery of a specific leadership practice: _____
	Multi-tiered System of Supports (MTSS)
	Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
	Non-classroom instructional staff proficiencies supporting student success
	Organizational leadership proficiencies (as per FPLS)
	Professional and ethical behavior
	Regulatory or compliance requirements
X	**Other: To provide Clay County students with the highest quality teaching and learning through evidence-based practices (EBPs).**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

Educators will:

1. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
5. Recognize the importance of English language learners' home languages, and their significance for learning to read English.
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.
7. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
8. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (i.e., onset-rimes and phonemes).
9. Understand that writing, in conjunction with phonological awareness, enhances reading development.
10. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).
11. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
12. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.
13. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
14. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).

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15. Understand structural analysis of words.
16. Understand that both oral language and writing can be used to enhance phonics instruction.
17. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.
18. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
19. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
20. Understand the relationships among fluency, word recognition, and comprehension.
21. Understand that both oral language and writing enhance fluency instruction.
22. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
23. Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
24. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
25. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language).
26. Understand the domain specific vocabulary demands of academic language.
27. Understand that writing can be used to enhance vocabulary instruction.
28. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.
29. Understand that building oral and written language facilitates comprehension.
30. Understand the importance of learning syntax, semantics, pragmatics,
31. vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."
32. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
33. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
34. Identify cognitive targets (e.g., locate/recall, integrate/interpret, critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.

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35. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
36. Understand the reading demands posed by domain specific texts.
37. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
38. Understand how English language learners' linguistic and cultural background will influence their comprehension.
39. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.
40. Identify language characteristics related to social and academic language.
41. Identify phonemic, semantic, and syntactic variability between English and other languages.
42. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
43. Understand the impact of oral language, writing, and an information intensive environment upon reading development.
44. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
45. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.
46. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
47. Create an environment where students practice appropriate social and academic language to discuss diverse texts.
48. Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.
49. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
50. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.
51. Apply intentional, explicit, and systematic instructional practices for scaffolding development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
52. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
53. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.

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54. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
55. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.
56. Apply intentional, explicit, and systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multisyllabic word level.
57. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.
58. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
59. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.
60. Apply intentional, explicit, systematic instructional practices for scaffolding accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater).
61. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
62. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.
63. Apply intentional, explicit, systematic instructional practices for scaffolding vocabulary and concept development (e.g., shared reading, semantic mapping).
64. Provide for continuous integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
65. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
66. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
67. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
68. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
69. Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations).
70. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.
71. Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills,

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comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud").

72. Use both oral language and writing experiences to enhance comprehension.
73. Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
74. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
75. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
76. Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
77. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
78. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
79. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.
80. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
81. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
82. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
83. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
84. Demonstrate understanding of similarities and differences between home language and second language reading development.
85. Triangulate data from appropriate reading assessments to guide instruction.

7. Learning Procedures (Methods):

WHAT will occur during this professional development component delivery:

- lecture
- discussion
- demonstration
- audio-visual aids
- laboratory activities (role-play and practice)

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HOW will the experiences be provided to participants during this delivery:

- The platform for learning will be online, distance learning within a Google classroom specifically created for such delivery.
- Participants will develop and implement activities for students that are in alignment with the Clay County reading plan as well as best practices based on the *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* practice guide released by the Institute of Education Sciences (IES).
- Participants will actively engage in the context of a collaborative Professional Learning Community, focusing on the foundational reading skills that enable students to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they have read.

KEY ISSUES to be included in participant implementation agreements:

- Participants will actively participate in weekly discussions, including but not limited to in class viewing of demonstration videos and completion of Video Viewing Guides.
- Participants will create weekly lesson plans based on new learning each week, and will share those lesson plans and the results of implementation of plans with colleagues during the learning session.
- Participants will bring other materials specific to their classroom students, when needed.
- Participants will complete other activities in writing from the *Professional Learning Communities Participant's Activities (For the What Works Clearinghouse Practice Guide), Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.*
- Participants will complete a final project, in which at least five related lessons are implemented, with grade appropriate standards. These lessons will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These lessons will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.
- Participants will present this final project to colleagues and complete and submit a Reflection Sheet.

Select ONE

X	**A**	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)

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	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. **Implementation/Monitoring Procedures:** *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

The primary implementation monitoring method for this new learning will be through an interactive virtual platform, with live virtual lecture sessions which promote new learning targeted to support foundational skills to support reading for understanding in grades Kindergarten through 3rd grade. Participants will participate in independent learning and lesson planning activities, collaborative learning, as well as lesson plan implementation and documentation of students' results of said implementation. In addition, participants will complete a final project, in which at least five related lessons are implemented, with grade appropriate standards. These lessons will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These lessons will demonstrate a differentiation of instruction as well as include assessments to inform future instruction. Participants will present this final project to colleagues and complete and submit a Reflection Sheet. All described requirements of participants are included in the participant's implementation agreement.

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	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
X	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and

☐ providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
- The final culminating project completed by each participant will be evaluated using the provided rubric, and the final culminating project will provide the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

Who will use the evaluation impact data gathered?

- Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching foundational reading skills to support reading for understanding in kindergarten through third grade.
- Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
- CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

- Weekly activities will be completed during the instructional time and evaluated to the need for further discussion and collaborative activities to increase teacher capacity in the area of differentiated instruction in comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary and the evaluation of assessments to inform future instruction.

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- Lesson plans will be created and implemented by teachers outside of weekly lecture, and results will be shared during collaborative discussion during class time. These lesson plans will be evaluated holistically to determine the effectiveness of instruction and to inform future instruction to be implemented.
- The final culminating project completed by each participant will be evaluated to inform future instruction in the Competency 1&2 Hybrid course.

- What other forms of evaluation data will be gathered:
  All forms of evaluation data are listed above.

  a. What evaluation data addresses the quality of implementation of the PD?

  The final culminating project completed by each participant which provides the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction will be evaluated using a rubric. The quality and scores of the participants' final projects will be used to address the quality of implementation of the PD. In addition, a survey will be submitted to participants prior to and following the course to determine participants' evaluation of the quality of implementation of the PD.

  b. Who will use these aspects of PD evaluation data?

  The instructor of the course will use this evaluation data to inform future instruction and implementation of Competency 1&2 Hybrid course, and Clay County School District will have access to all participant materials and surveys upon request.

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District record keeping data related to development of this component:

Date Approved	**December 2020**
Department	**Academic Services**
Name of component author(s)	**Bianca Montoro and Robin Rae**

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Specialized Training Components
Add-on Endorsement Programs

Training components used for Add-on Endorsement programs are found within the written program submitted under separate cover. For information regarding these components, please contact the Professional Development Department.

Approved Add-on Endorsement Programs:

a. Athletic Coaching
b. English for Speakers of Other Languages (ESOL)
c. Gifted
d. Reading
e. Autism Spectrum Disorders

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Revisions to the Professional Learning Catalog

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

The changes to the Professional Learning Catalog include:

P. 17- Update to reflect the current supervisor

P. 20 - The maximum number of points allowable for the Administrator Development component is currently set to 120 points. Individuals who completed the NEFEC Level 2 Principal Certification Program are eligible to receive 180 points for successful completion of this course. The maximum number of points for the Administrator Development component will need to be increased to 180 in order to award these individuals full points for the program.

Pp.190, 196, 202, 208, 214, 220, 225, 230, 236, 241, 246, 251, 257, 262, 267, 272, 278, 284, 289, 294, 299, 304- ASD was removed from the learning procedures verbiage for these components because the scope of these components extends beyond ASD. These changes were made to more closely align the description of the learning procedures to the scope of the component.

Pp. 333-343- Just Read Florida has recently developed a professional development course that allows participants to receive credit for Reading Competency 1 and Reading Competency 2 in the same course. The current Professional Learning Catalog does not have a component for this combination course, so a new component will need to be added to be able to offer this course for Clay County teachers.

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December 10, 2020 - Regular School Board Meeting

Title

C9 - Approval to advertise revision of Inservice Education CCDS Board Policy 4.46.C

Description

The Inservice Education CCDS Board Policy 4.46.C states that the minimum length of time and in-service points for components in the Master In-service Plan shall be three (3) hours.

Gap Analysis

In today's current environment, many teachers are engaging in online and digital on demand learning opportunities. Due to the nature of online learning, most sessions that are offered are shorter than 3 hours, making it challenging for teachers to receive points for their online learning. With the current policy, teachers must either combine shorter sessions within the same component in order to receive the minimum of 3 inservice hours, or complete 2 hours of follow up for each online session they complete.

Previous Outcomes

Teachers were not able to receive credit for in-service opportunities that were shorter than 3 hours.

Expected Outcomes

Teachers will receive one in-service point for every hour of in-service they participate in, allowing them to receive credit for each online and digital on demand learning opportunities as the minimum will now be 1 hour.

Strategic Plan Goal

Goal: Goal 1: Develop a High Quality & Aligned Instructional System
Strategy: 1.1.3 Develop a variety of training formats to facilitate less time out of the classroom/building.

Recommendation

That the Clay County School Board approve the advertisement of revision to the Inservice Education CCDS Board Policy 4.46.C to allow the minimum length of time and in-service points for components in the Master Inservice Plan to be one (1) hour.

Contact

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

Financial Impact

Financial Impact

$0.00 (include funding source)

Review Comments

Attachments

- Approval to Adv. Rev. and PH to SB Policy 4.46C.pdf
- Proposed Revisions_Board Policy 4.46(C)_In-service1.pdf

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SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING TO ADOPT REVISIONS TO SCHOOL BOARD POLICY 4.46C

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of the proposed revisions to Clay County School Board Policy 4.46C.

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 School Board Policy 4.46C is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - December 10, 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 revisions to School Board Policy 4.46C under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

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

Person(s) Originating Policy Changes: The proposed 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 proposed revisions to Clay County School Board Policy 4.46C following a public hearing. ***The public hearing shall be held on Thursday, February 4, 2021,*** during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

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

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

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of state owned textbooks to the student. The following exceptions may be granted to alleviate extenuating conditions or severe injustice to the student:

1. books destroyed by fire or storm on school property;

2. families receiving Aid to Dependent Children;

3. extenuating conditions that may be known to the principal which are not covered by 1 and/or 2 above.

Items 2 and 3 must be evaluated in light of what the parent may be able to pay. There are conditions in which parents may be able to pay a smaller assessment. When a student has lost, damaged, or destroyed a textbook, an amount as prescribed in Florida Statutes, Chapter 1006.28, 3B, shall be assessed.

E. County standardized textbook adoption for the core courses of mathematics, language arts, social studies, science, reading, and literature in grades K-12 may be viewed at the school site.

F. The district shall develop a Handbook of Instructional Materials Procedures in compliance with Florida Statutes.

(Ref. F.S. 1006.28)(Amended: 08/19/04)

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4.46 INSERVICE EDUCATION

A. The Professional Development Advisory Council shall serve as the self-study committee for Master In-service Plan requirements as well as the advisory body for the Professional Development System.

B. The Professional Development Advisory Council shall serve as the advisory body over all in-service activities for both instructional and non-instructional personnel and, as well as performing those functions required by Florida Statutes, shall perform the following duties:

1. Conduct an annual needs assessment of perceived in-service needs in concert with School Improvement and Comprehensive Education Planning. (Ref. F.S. 1012.98)

2. Analyze Comprehensive Education Plan to glean district-wide in-service needs.

3. Make recommendations to the Superintendent and School Board for what in-service should be required and what should be considered voluntary.

C. The minimum length of time and in-service points for components in the Master Inservice Plan for which in-service points shall be awarded shall be one (1) hour ~~three (3) hours~~. One (1) clock hour of participation shall equal one (1) in-service point.

D. School district employees who operate a motor vehicle in the line of duty shall annually receive in-service training on correct safety belt usage.

(Ref. F.S. 1001.41(2); 1012.98; F.A.C. 6A-5.071(7)(a))(Adopted: 01/08/87; Amended __/__/2021)

4.47 ADULT AND COMMUNITY EDUCATION

I. Adult Education (Ref. F.S. 1004.93)

A. Purpose

The School Board shall establish and maintain an Adult General Education Program, which is based on a needs assessment and is designed for basic skills education, secondary education, or lifelong learning pursuant to Florida Statutes and State Board of Education Rules. This program shall be the direct responsibility of the local administrator of Adult and Community Education. Courses and credit requirements for the GED Diploma and Adult General Education Program shall be approved by the Clay County School Board and be incorporated into the Clay County Student Progression Plan.

B. Definition of Adult Students

1. An individual who has reached the maximum compulsory school age and has legally withdrawn from the elementary or secondary school of last attendance; or

2. An individual student of compulsory school age who in the judgment of the School Board may be better served in the program for physical social, or economic reasons;

3. An individual student of compulsory school age who may need the program to accelerate graduation;

4. Any adult resident who desires to further his/her education.

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December 10, 2020 - Regular School Board Meeting

Title

C10 - Resident Clinical Faculty Memorandum of Understanding between Clay County District Schools and the University of North Florida

Description

As part of a collaborative effort to simultaneously improve PreK-12 education and teacher preparation, The University of North Florida and the School Board of Clay County, Florida agree cooperatively to provide two Resident Clinical Faculty to the Professional Development Schools Network during the 2020-2021 academic year. The program will provide the District with an opportunity to implement new organizational structures and ways of teaching and learning which will enhance student learning and link professional development with Pre K-12 student learning.
At the same time, this program provides an opportunity for the University of North Florida College of Education and Human Services to enhance the internship and field experience component of its teacher preparation program by forging stronger linkages with the District and by providing opportunities for teams of university students to work with teachers who are implementing effective and innovative teaching strategies.
Based on the 9 Essentials for Professional Development Schools as outlined by the National Association for Professional Development Schools, Resident Clinical Faculty typically mentor approximately 100 interns/pre-interns from the University of North Florida who are seeking certification in teaching at three PDS schools: Grove Park Elementary, Orange Park Junior High and Orange Park High Schools.

Gap Analysis

Without the Memorandum of Understanding with the University of North Florida for the PDS model, pre-service interns/pre-interns would not receive the level of coaching, support and mentorship that accompanies the PDS model.

Previous Outcomes

Clay County District Schools and the University of North Florida have partnered in providing support to pre-service teachers for many years (the program formerly known as SPRINT). Since 2017, the institutions have partnered to provide more intensive support for pre-service teachers through the PDS Model.

Expected Outcomes

As a result of the PDS partnership with the University of North Florida, future teachers of Clay County students will gain more on-the-job learning and be better prepared for the rigors of the classroom.

Strategic Plan Goal

Goal 5: Develop and support great educators, support personnel, and leaders.
Strategy 5.1: Recruit, screen, hire, and retain top candidates that reflect the diversity of each school, our district, and community.

Recommendation

That the Clay County School Board approve the Resident Clinical Faculty Memorandum of Understanding between Clay County District Schools and the University of North Florida.

Contact

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

Financial Impact

$ 62,579.72- 50% of the total salary and benefits funded by general funds

Review Comments

Attachments

210052 UNF MOU Resident Clinic Facility (1).pdf

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FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 210052
Number Assigned by Purchasing Dept.

CONTRACT REVIEW

BOARD MEETING DATE: 11/5/2020

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

☑ Must Have Board Approval over $100,00.00

Date Submitted: 10/13/2020

Name of Contract Initiator: Jennifer Shepard — Telephone #: 904-336-6951

School/Dept Submitting Contract: Professional Learning — Cost Center # 9009

Vendor Name: University of North Florida

Contract Title: UNF ~~MOU for Resident Clinical Faculty~~ 2020-21 Academic Year

Contract Type: New ☐ Renewal ☑ Amendment ☐ Extension ☐ Previous Year Contract # See Attached

Contract Term: 1 Year-Through 06/30/2021 — Renewal Option(s): N/A

Contract Cost: 0

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

Funding Source: Budget Line # N/A

Funding Source: Budget Line #

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

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

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (*when applicable*):

☑ Completed Contract Review Form

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

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

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

☑ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
General Liability = $1,000,000 Each Occurrence & $2,000,000 General Aggregate.
Auto Liability = $1,000,000 Combined Single Limit ($5,000,000 for Charter Buses).
Workers' Compensation = $100,000 Minimum
[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

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

☐ COVID-19 Waiver (If Applicable)

☐ Release and Hold Harmless (If Applicable)

RECEIVED
OCT 14 2020
PURCHASING

RECEIVED 10/19/20 SBAO

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department B78 Review Date 10/15/20	No Cost but Paying Salary * Missing Sec. 11 (~~Addendum A [note strike throughs]~~) NA per Bickner * Missing Sec 12 Fix Dates
School Board Attorney Review Date JB 10/21/12	* Defer to Mr. Bickner (Orange Tabs) (1) Type in same language for sec 11 and Sec 12 as 19-20 contract. (2) no need Addendum A. - ~~[illegible]~~
Other Dept. as Necessary Review Date	
PENDING STATUS: ☐YES ☐NO	**IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**
FINAL STATUS	DATE:

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2020-2021 ACADEMIC YEAR
MEMORANDUM OF UNDERSTANDING
THE SCHOOL BOARD OF CLAY COUNTY
AND
THE UNIVERSITY OF NORTH FLORIDA BOARD OF TRUSTEES

As part of a collaborative effort to simultaneously improve PreK-12 education and teacher preparation, The University of North Florida Board of Trustees, a public body corporate ("University of North Florida" or "University"), and the School Board of Clay County, Florida ("District,) agree to cooperatively participate in providing two Resident Clinical Faculty to the Professional Development Schools Network during the 2020-2021 academic year. The program will provide the District with an opportunity to implement new organizational structures and ways of teaching and learning which will enhance student learning and link professional development with Pre K-12 student learning.

At the same time, this program provides an opportunity for the University of North Florida College of Education and Human Services to enhance the internship and field experience component of its teacher preparation program by forging stronger linkages with the District and by providing opportunities for teams of university students to work with teachers who are implementing effective and innovative teaching strategies.

Based on the 9 Essentials for Professional Development Schools as outlined by the National Association for Professional Development Schools, participation by the District and the University of North Florida will involve the following:

1) College of Education and Human Services personnel and officials designated by the District will identify two experienced, exemplary District teachers to serve as Resident Clinical Faculty of the University for the 202-2021 academic year.

2) During the 2020-2021 academic year, each selected Resident Clinical Faculty will hold the University title of Clinical Instructor, participate in a wide variety of innovative and reflective professional growth activities and action research, receive training in the areas of clinical supervision, coaching and various instructional strategies that are intimated into the University internship/field experiences component, the District professional development component, and appropriate school improvement components of the district. The Resident Clinical Faculty will work to create and uphold a comprehensive mission for the Professional Development School that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community.

3) During the academic year, the Resident Clinical Faculty will assist teachers at the Professional Development Schools in implementing agreed upon instructional changes, assist with implementing school improvement plans and work with individual students and beginning teachers. During the fall and spring semesters, each Resident Clinical Faculty member will also supervise a cohort of interns and other university students assigned to the Professional Development School. The Resident Clinical Faculty will help facilitate a school-university culture committed to the preparation of future educators that embraces their active engagement in the school community. The Resident Clinical Faculty will assist in the engagement in and public sharing of the results of deliberate investigations of practice by Professional development school teachers as well as University teacher candidates.

4) Each Resident Clinical Faculty will remain a school district employee and not be an employee of the University. However, each Resident Clinical Faculty will adhere to all applicable University policies and rules. The University agrees to reimburse the District for one-half of the average

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teacher salary and benefits for each of the two Resident Clinical Faculty during the 2020-2021 contract year. It is understood that the Resident Clinical Faculty will work the same number of days as specified in their regular contract but they may require a modified schedule due to differences in the University and district calendars. The modified schedule must be acceptable to both the University and District personnel office.

5) The program will be evaluated by the University and District staff to determine the impact on the University students, the College of Education and Human Services teacher preparation program, the Resident Clinical Faculty, students and teachers at the Professional Development Schools, and the District. Results will be disseminated to the District and to all members of the project.

6) This Agreement is subject to Florida's Public Records Laws, Chapter 119, Florida Statutes. University and District understand the broad nature of these laws and, as to matters covered by this Agreement, agree to comply with Florida's public records laws and laws relating to records retention. In compliance with section 119.0701, Florida Statutes, University and District agree to:

   a. Keep and maintain public records required by the District or the University in order to meet its obligations hereunder.
   b. Upon request from the District's or University's custodian of public records, provide the other with a copy of the requested records or allow the records to be inspected or copied within a. reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statutes or as otherwise provided by law.
   c. Ensure that public records that are exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement to the extent District or University does not transfer the records to the other.
   d. Upon completion of the Agreement, transfer, at no cost, to the other all public records in its possession or keep and maintain public records required by the other to meet its obligations hereunder. If it keeps and maintains public records upon completion of the Agreement, it shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the other, upon request of the other's custodian of public records, in a format that is compatible with the information technology systems of the other.

   IF UNIVERSITY OR DISTRICT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE UNIVERSITY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT THE ADDRESS AND PHONE NUMBER BELOW.

   Jennifer Shepard
   Director of Professional Development, Leadership, ESOL, & School Choice and Charter
   900 Walnut Street
   Green Cove Springs, FL 32043
   (904) 336-6950

   Stephanie Howell
   Office of the General Counsel
   1 UNF Drive
   Jacksonville, Florida 32224
   (904) 620-1028

   Susan Legutko
   BAF Assistant Superintendent Business Affairs
   900 Walnut Street
   Green Cove Springs, FL
   (904)336-6722

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7) The University is self-insured through the State of Florida Risk Management Trust Fund, established pursuant to Section 284.30, Florida Statutes and administered by the State of Florida, Department of Financial Services. The University certifies that it maintains, and agrees to continue to maintain during the term of this MOU, workers compensation, general and professional liability protection coverage through the Risk Management Trust Fund, and that this protection extends to the University, its officers, employees, and agents, and covers statutory liability exposure to the limitations described in Section 768.28, Florida Statutes. The University will convey a copy of its current Certificate of Coverage upon request. Nothing herein is intended to serve as a waiver of sovereign immunity or will be construed as consent by the University to be sued by third parties. The University shall insure that the District receives immediate notification of reduction in or cancellation of coverage.

The District certifies that it is self-insured pursuant to the provisions of 768.28, F.S., for tort liability in anticipation of any claim, which it might be liable to pay pursuant to that section. Worker's compensation coverage is also self-insured at levels conforming to statutory requirements. Such liability and worker's compensation self-insurance supersedes any insurance obligation imposed on the District in the MOU. The District shall insure that University receives immediate notification of reduction in or cancellation of coverage.

8) The University and District agree to be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence subject to the limitations and defenses provided by Section 768.28, Florida Statutes.

Nothing herein is intended to serve as a waiver of sovereign immunity by the District or the University. Nothing herein shall be construed by District or the University to be sued by third parties for any matter arising out of or relating to this MOU.

9) If University is permitted to subcontract any of the work set forth in the Agreement, University shall ensure that each subcontractor complies with all provisions of the Agreement. University will remain liable for the acts and omissions of such subcontractor(s) and the proper performance and delivery of the products and/or services set forth in the Agreement.

10) It is the policy of the District that directly negotiated contracted services authorized by District Policy 7.41 shall not be brokered. Specifically, the University must perform at least fifty percent (50%) of the services to be provided to the District in lieu of said services being provided by any subcontractor(s). Inasmuch as this Agreement is authorized by the District to be signed pursuant to Policy 7.4 l, the University represents and warrants to the District that at least fifty percent (50%) of the services to be provided under this Agreement will be provided directly by the University.

Type Sections (11 + 12) from 19/20 Contract Here (See attached)

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By: _____
David Broskie,
Superintendent of Schools

By: _____
Carol Studdard, Chairman

Form Approved:

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By: _____
Office of Legal Services

Calculations for Resident Clinical Faculty Salary

Benefits @ 31.47%
Retirement = 10.00%
FICA/Medicare = 7.65%
Health = 12.37%
Workers Compensation = 1.43%

Name of Employee	Salary	Benefits	Total Salary plus Benefits		50%
Rosa Leigh Newlin	$ 48,100.00	$ 15,137.07	$ 63,237.07		$ 31,618.54
Shaundricka Hope	$ 47,100.00	$ 14,822.37	$ 61,922.37		$ 30,961.19
				Total	$ 62,579.72

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THE UNIVERSITY OF NORTH FLORIDA BOARD OF TRUSTEES

By:_____
Shari Shuman, Vice President

By:_____
Diane Yendol-Hoppey, Dean
UNF College of Education and Human Services

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Addendum to Clay and UNF Memorandum of Understanding

(Professional Development Schools Program)

The University worked in collaboration with District personnel to select partnership schools for Fall 2019 and Spring 2020. For each selected partnership school, there is an attached addendum to be included with the MOU. This will be approved by both the District and the University, identifying the school, the courses taught, the student selection process, and the scope of activities.

Grove Park Elementary School: Fall 2020

Courses:

- EDE4943: Practicum II: Student Internship
- EDF3945: Field Laboratory I
- EDF3946: Field Laboratory II
- EDG3321: Elementary Field Experience I
- EDG3322: Elementary Field Experience II
- EDG3xxx: Elementary Field Experience III (number to be assigned by the SUS).
- LAE3211: Literacy Instruction and Assessment
- LAE4312: Differentiating Instruction for Literacy
- TSL4340: TESOL Methods and Curriculum

Students: Undergraduate

Scope of Work: Professional Development School; Ms. Shaundricka Hope will serve as the Resident Clinical Faculty member for Grove Park Elementary. District/University established partner schools in the Grove Park "family" of schools includes W.E. Cherry Elementary and S. Bryan Jennings Elementary. Shaundricka Hope will oversee the field placements and course work at these schools.

Selection: Students will self-select for the co-requisite courses offered at Grove Park. Students will be placed by the University and District at Grove Park for their internship.

Orange Park High School: Spring 2020

Courses:

- ESE4943: Student Internship
- ESE6947: Professional Internship
- EDF3945: Field Laboratory I
- EDF3946: Field Laboratory II

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- TSL4340: TESOL Methods and Curriculum
- TSL4324: TESOL for Content Area Teachers

Students: Undergraduate

Scope of Work: Professional Development School; Dr. Rick Chant will serve as Faculty in Residence for Orange Park High School. Ms. Rosa Newlin will serve as the Resident Clinical Faculty member for Orange Park High School. The FIRs and RCF will provide instruction for students enrolled in courses as well as provide professional support, including but not limited to curricular planning and instruction, for and with the teachers, staff and administration OPHS.

Selection: Students will self-select for the co-requisite courses offered at Orange Park High School. Students will be placed by the University and District at Orange Park High School for their internship.

Orange Park Junior High School: Fall 2019

Courses:

- ESE4943: Student Internship
- ESE6947: Professional Internship
- EDF3945: Field Laboratory I
- EDF3946: Field Laboratory II
- TSL4340: TESOL Methods and Curriculum
- TSL4324: TESOL for Content Area Teachers

Students: Undergraduate

Scope of Work: Professional Development School; Dr. Rick Chant will serve as the Faculty in Residence at Orange Park Junior High School. Ms. Rosa Newlin will serve as the Resident Clinical Faculty member for Orange Park Junior High School.

Selection: Students will self-select for the co-requisite courses offered at Orange Park Junior High School. Students will be placed by the University and District at Orange Park Junior High School for their internship.

* All onsite instruction will be provided by a UNF faculty member.

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DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

STATE RISK MANAGEMENT

TRUST FUND

Policy Number: WC-0261

State Employee Workers' Compensation and Employer's Liability Certificate of Coverage

Name Insured: University of North Florida

Coverage Limits:

Coverage A - Compensation coverage is provided to comply with the applicable State Workers' Compensation, Occupational Disease Laws and any rule promulgated thereunder.

Coverage B **$200,000.00** each person

$300,000.00 each occurrence

Inception Date: July 1, 2020

Expiration Date: July 1, 2021

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DFS-D0-867
(REV. 7/17)

DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

STATE RISK MANAGEMENT
TRUST FUND

Policy Number: GL-0261

General Liability
Certificate of Coverage

Name Insured: University of North Florida

General Liability Coverage provided pursuant to Chapter 284, Part II, Section 768.28, Florida Statutes, and any rules promulgated thereunder.

Coverage Limits:

General Liability: **$200,000.00** each person

$300,000.00 each occurrence

Inception Date: July 1, 2020

Expiration Date: July 1, 2021

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DFS-D0-863
(REV. 7/17)

DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

STATE RISK MANAGEMENT

TRUST FUND

DRAFT

Policy Number: AL-0261

Fleet Automobile Liability
Certificate of Coverage

Name Insured: University of North Florida

Automobile Liability Coverage provided pursuant to Chapter 284, Part II, Section 768.28, Florida Statutes, the Florida Vehicle No-Fault Law, and any rules promulgated thereunder.

Coverage Limits:

General Liability: **$200,000.00** each person

$300,000.00 each occurrence

Personal Injury: **$10,000.00** each person

$10,000.00 each occurrence

Inception Date: July 1, 2020

Expiration Date: July 1, 2021

DFS-D0-864
(REV. 7/17)

N/A

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

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

1. INDEMNIFICATION

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

2. INSURANCE

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

1. ~~General Liability Policy:~~
   ~~$1,000,000.00 per occurrence~~
   ~~$2,000,000.00 aggregate~~

2. ~~Auto Liability Policy:~~
   ~~$1,000,000.00 combined single limit~~
   ~~$5,000,000.00 charter or common carrier~~

Contractor/vendor is self-insured through the State of Florida Risk Management Trust Fund (see attached certificates).

3. Worker's Compensation Policy:
   $100,000

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

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

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

3. RESERVATION OF SOVEREIGN IMMUNITY

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

4. GOVERNING LAW AND VENUE

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

5. LEVEL II BACKGROUND SCREENING

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

6. INDEPENDENT CONTRACTOR

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

7. PUBLIC RECORDS

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

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

b. Provide to the Board, upon its request and free of charge, a copy of each record which Contractor/Vendor seeks to produce in response to a public records request.

c. Ensure that Contract Data that are considered exempt under Chapter 119 are not disclosed except as authorized by law.

d. Upon completion of its contractual obligations, transfer to the Board, at no cost to the Board, all Contract Data in the Contractor's/Vendor's possession or otherwise keep and maintain such data as required by law.

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

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

8. STUDENT RECORDS

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

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9. PAYMENT TERMS AND CONTINGENCIES

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

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

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

Signature: _____

Printed Name: _____

Title: _____

Date: _____

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2019-2020
CONTRACT

2019-2020 ACADEMIC YEAR
MEMORANDUM OF UNDERSTANDING
THE SCHOOL BOARD OF CLAY COUNTY
AND
THE UNIVERSITY OF NORTH FLORIDA BOARD OF TRUSTEES

As part of a collaborative effort to simultaneously improve PreK-12 education and teacher preparation, The University of North Florida Board of Trustees, a public body corporate ("University of North Florida" or "University"), and the School Board of Clay County, Florida ("District,) agree to cooperatively participate in providing two Resident Clinical Faculty to the Professional Development Schools Network during the 2019-2020 academic year. The program will provide the District with an opportunity to implement new organizational structures and ways of teaching and learning which will enhance student learning and link professional development with Pre K-12 student learning.

At the same time, this program provides an opportunity for the University of North Florida College of Education and Human Services to enhance the internship and field experience component of its teacher preparation program by forging stronger linkages with the District and by providing opportunities for teams of university students to work with teachers who are implementing effective and innovative teaching strategies.

Based on the 9 Essentials for Professional Development Schools as outlined by the National Association for Professional Development Schools, participation by the District and the University of North Florida will involve the following:

1) College of Education and Human Services personnel and officials designated by the District will identify two experienced, exemplary District teachers to serve as Resident Clinical Faculty of the University for the 2019-2020 academic year.

2) During the 2019-2020 academic year, each selected Resident Clinical Faculty will hold the University title of Clinical Instructor, participate in a wide variety of innovative and reflective professional growth activities and action research, receive training in the areas of clinical supervision, coaching and various instructional strategies that are intimated into the University internship/field experiences component, the District professional development component, and appropriate school improvement components of the district. The Resident Clinical Faculty will work to create and uphold a comprehensive mission for the Professional Development School that is

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broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community.

3) During the academic year, the Resident Clinical Faculty will assist teachers at the Professional Development Schools in implementing agreed upon instructional changes, assist with implementing school improvement plans and work with individual students and beginning teachers. During the fall and spring semesters, each Resident Clinical Faculty member will also supervise a cohort of interns and other university students assigned to the Professional Development School. The Resident Clinical Faculty will help facilitate a school-university culture committed to the preparation of future educators that embraces their active engagement in the school community. The Resident Clinical Faculty will assist in the engagement in and public sharing of the results of deliberate investigations of practice by Professional development school teachers as well as University teacher candidates.

4) Each Resident Clinical Faculty will remain a school district employee and not be an employee of the University. However, each Resident Clinical Faculty will adhere to all applicable University policies and rules. The University agrees to reimburse the District for one-half of the average teacher salary and benefits for each of the two Resident Clinical Faculty during the 2019-2020 contract year. It is understood that the Resident Clinical Faculty will work the same number of days as specified in their regular contract but they may require a modified schedule due to differences in the University and district calendars. The modified schedule must be acceptable to both the University and District personnel office.

5) The program will be evaluated by the University and District staff to determine the impact on the University students, the College of Education and Human Services teacher preparation program, the Resident Clinical Faculty, students and teachers at the Professional Development Schools, and the District. Results will be disseminated to the District and to all members of the project.

6) This Agreement is subject to Florida's Public Records Laws, Chapter 119, Florida Statutes. University and District understand the broad nature of these laws and, as to matters covered by this Agreement, agree to comply with Florida's public records laws and laws relating to records retention. In compliance with section 119.0701, Florida Statutes, University and District agree to:

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a. Keep and maintain public records required by the District or the University in order to meet its obligations hereunder.
b. Upon request from the District's or University's custodian of public records, provide the other with a copy of the requested records or allow the records to be inspected or copied within a. reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statutes or as otherwise provided by law.
c. Ensure that public records that are exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement to the extent District or University does not transfer the records to the other.
d. Upon completion of the Agreement, transfer, at no cost, to the other all public records in its possession or keep and maintain public records required by the other to meet its obligations hereunder. If it keeps and maintains public records upon completion of the Agreement, it shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the other, upon request of the other's custodian of public records, in a format that is compatible with the information technology systems of the other.

IF UNIVERSITY OR DISTRICT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE UNIVERSITY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT THE ADDRESS AND PHONE NUMBER BELOW.

Jamie Iannone
Director of Professional Development, Leadership, ESOL, & School Choice and Charter
900 Walnut Street
Green Cove Springs, FL 32043
(904) 336-6950

Stephanie Howell
Office of the General Counsel

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1 UNF Drive
Jacksonville, Florida 32224
(904) 620-1028

7) The University is self-insured through the State of Florida Risk Management Trust Fund, established pursuant to Section 284.30, Florida Statutes and administered by the State of Florida, Department of Financial Services. The University certifies that it maintains, and agrees to continue to maintain during the term of this MOU, workers compensation, general and professional liability protection coverage through the Risk Management Trust Fund, and that this protection extends to the University, its officers, employees, and agents, and covers statutory liability exposure to the limitations described in Section 768.28, Florida Statutes. The University will convey a copy of its current Certificate of Coverage upon request. Nothing herein is intended to serve as a waiver of sovereign immunity or will be construed as consent by the University to be sued by third parties. The University shall insure that the District receives immediate notification of reduction in or cancellation of coverage.

The District certifies that it is self-insured pursuant to the provisions of 768.28, F.S., for tort liability in anticipation of any claim, which it might be liable to pay pursuant to that section. Worker's compensation coverage is also self-insured at levels conforming to statutory requirements. Such liability and worker's compensation self-insurance supersedes any insurance obligation imposed on the District in the MOU. The District shall insure that University receives immediate notification of reduction in or cancellation of coverage.

8) The University and District agree to be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence subject to the limitations and defenses provided by Section 768.28, Florida Statutes.

Nothing herein is intended to serve as a waiver of sovereign immunity by the District or the University. Nothing herein shall be construed by District or the University to be sued by third parties for any matter arising out of or relating to this MOU.

9) If University is permitted to subcontract any of the work set forth in the Agreement, University shall ensure that each subcontractor complies with all provisions of the Agreement. University will remain liable for the acts and

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omissions of such subcontractor(s) and the proper performance and delivery of the products and/or services set forth in the Agreement.

10) It is the policy of the District that directly negotiated contracted services authorized by District Policy 7.41 shall not be brokered. Specifically, the University must perform at least fifty percent (50%) of the services to be provided to the District in lieu of said services being provided by any subcontractor(s). Inasmuch as this Agreement is authorized by the District to be signed pursuant to Policy 7.4 1, the University represents and warrants to the District that at least fifty percent (50%) of the services to be provided under this Agreement will be provided directly by the University.

11) This Memorandum of Understanding includes and incorporates the terms of the "Addendum to Clay and UNF Memorandum of Understanding" a copy of which Addendum is attached hereto

12) This Memorandum of Understanding shall take effect on the date of execution by all parties and shall terminate at the end of the 2019-2020 school year.

Include on 20/21 Contract

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THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By: _____
Addison Davis,
Superintendent of Schools
900 Walnut Street
Green Cove Springs, Florida 32043

By: Carol Y. Studdard
Carol Y. Studdard, Chairman
900 Walnut Street
Green Cove Springs, Florida 32043

Form Approved:

By: _____
J. Bruce Bickner, Atty. for the School Board

THE UNIVERSITY OF NORTH FLORIDA BOARD OF TRUSTEES

By: _____
Shari Shuman, Vice President

By: _____
Diane Yendol-Hoppey, Dean
UNF College of Education and Human Services

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Addendum to Clay and UNF Memorandum of Understanding

(Professional Development Schools Program)

The University worked in collaboration with District personnel to select partnership schools for Fall 2019 and Spring 2020. For each selected partnership school, there is an attached addendum to be included with the MOU. This will be approved by both the District and the University, identifying the school, the courses taught, the student selection process, and the scope of activities.

Grove Park Elementary School: Fall 2019

Courses:

EDG 3321	2	Field Lab I
EDF 3946	2	Field Lab II
EDE 4943	12	Internship
EEX 4861	12	EDIE Internship
LAE 3211	6	Literacy Instruction and Assessment
LAE 4312	3	Differentiating Instruction/Literacy
TSL 4340	3	TESOL Methods and Curriculum
EHD 4944	12	Deaf Ed Internship

Students: Undergraduate

Scope of Work: Professional Development School; Ms. Easter Brown will serve as the Resident Clinical Faculty member for Grove Park Elementary. District/University established partner schools in the Grove Park "family" of schools includes W.E. Cherry Elementary. Easter Brown and Shelley Lester will oversee the field placements and course work at these schools. Drs. Jennifer Kilpatrick and Caroline Guardino will oversee the placement and supervision of the Deaf Education students.

Selection: Students will self-select for the co-requisite courses offered at Grove Park. Students will be placed by the University and District at Grove Park for their internship.

Orange Park High School: Fall 2019

Courses:

ESE 4943	12	Internship
EDF 3945	2	Field Laboratory I
EDF 3946	2	Field Laboratory II
EHD 4944	12	Deaf Ed Internship
EDF 7545	3	Philosophy of Education

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Students: Undergraduate

Scope of Work: Professional Development School; Ms. Shelley Lester will serve as the Resident Clinical Faculty member for Orange Park High School. Courses will be taught by Mrs. Lester as well as UNF faculty, Drs. David Hoppey and Linda Skrla. Drs. Jennifer Kilpatrick and Caroline Guardino will oversee the placement and supervision of the Deaf Education students.

Selection: Students will self-select for the co-requisite courses offered at Orange Park High School. Students will be placed by the University and District at Orange Park High School for their internship.

Orange Park Junior High School: Fall 2019

Courses:

- EDE 4943 12 Internship
- EDF 3946 2 Field Laboratory II
- EDG 3321 2 Field Laboratory I
- LAE 3211 6 Literacy Instruction and Assessment
- LAE 4312 3 Differentiating Instruction/Literacy
- TSL 4340 3 TESOL Methods and Curriculum
- EHD 4944 12 Deaf Ed Internship

Students: Undergraduate

Scope of Work: Professional Development School; Ms. Shelley Lester will serve as the Resident Clinical Faculty member for Orange Park Junior High School. Drs. Jennifer Kilpatrick and Caroline Guardino will oversee the placement and supervision of the Deaf Education students.

Selection: Students will self-select for the co-requisite courses offered at Orange Park Junior High School. Students will be placed by the University and District at Orange Park Junior High School for their internship.

* All onsite instruction will be provided by a UNF faculty member.

Benefits @ 29.05%Retirement = 8.47%
FICA/Medicare = 7.65%
Health = 11.50%
Workers Compensation = 1.43%

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Name of Employee	Salary	Benefits	Total	50%
Easter Brown	$48,260.00	$14, 019.53	$62,279.53	$31,139.77
Shelley Lester	$69,600.00	$20,218.80	$89, 818.80	$44,909.40

Total: $76,049.17

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December 10, 2020 - Regular School Board Meeting

Title

C11 - Skillbridge Participation Agreement between Clay County District Schools and Naval Medical Readiness & Training Command

Description

This agreement is between Clay County District Schools and Naval Medical Readiness & Training Command to allow Eric G. Christiasen an unpaid developmental internship under the Department of Defense Skillbridge Program to provide educational experience and learning opportunities that will advance his skills in a formal classroom setting.

Gap Analysis

Without this agreement, Eric G. Christiasen cannot be placed in Clay County District Schools and would thereby prevent potential teacher candidates from choosing Clay to begin their career.

Previous Outcomes

Clay County District Schools currently has agreements with 20 Colleges/Universities, and this would be the first agreement with the Department of Defense Skillbridge Program. This is an updated agreement and partnership between Clay County District Schools and Naval Medical Readiness & Training Command.

Expected Outcomes

Providing this developmental internship will provide Eric G. Christiasen real-world educational experience and learning opportunities that will advance his skills in a formal classroom setting

Strategic Plan Goal

Goal 5: Develop and support great educators, support personnel, and leaders.
Strategy 5.1: Recruit, screen, hire, and retain top candidates that reflect the diversity of each school, our district, and community.

Recommendation

That the Clay County School Board approve the agreement between Clay County District Schools and Naval Medical Readiness & Training Command for the Skillbridge program.

Contact

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

Financial Impact

$0.00 (include funding source)

Review Comments

Attachments

- 210051 US Navy.pdf
- #210051 US Navy SkillBridge Contract-Signed by TMAllen Commanding Officer.pdf

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FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 210051
Number Assigned by Purchasing Dept.

CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED
☐ Must Have Board Approval over $100,00.00

Date Submitted: 10/14/2020

Name of Contract Initiator: Jennifer Shepard — Telephone #: 904-336-6951

School/Dept Submitting Contract: Professional Learning — Cost Center # 9009

Vendor Name: US Navy

Contract Title: Skillbridge Agreement (this is an internship agreement between the CCDS and US Navy Captain

Contract Type: New ☑ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract # N/A

Contract Term: 12/1/2020-5/3/2021 — Renewal Option(s): N/A

Contract Cost: 0

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**
Funding Source: Budget Line #_____
Funding Source: Budget Line #_____

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

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

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (*when applicable*):

☑ Completed Contract Review Form
☐ SBAO Template Contract or other Contract (NOT SIGNED by District / School)
☐ SIGNED Addendum A (if not an SBAO Template Contract)*
This Statement MUST BE included in the body of the Contract:
"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."
☐ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
General Liability = $1,000,000 Each Occurrence & $2,000,000 General Aggregate.
Auto Liability = $1,000,000 Combined Single Limit ($5,000,000 for Charter Buses).
Workers' Compensation = $100,000 Minimum
[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].
☐ State of Florida Workers Comp Exemption (https://apps.fldfs.com/bocexempt/) (If Applicable)
☐ COVID-19 Waiver (If Applicable)
☐ Release and Hold Harmless (If Applicable)

RECEIVED
OCT 14 2020
PURCHASING

RECEIVED
10/19/20
SBAO

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department BTS Review Date 10/15/2020	No Cost, Government Agency Their COI per Addendum A ? (NA per Bickner)
School Board Attorney dB Review Date 10/21/20	↑ no need. The compensation is on Permissive Temporary Duty Assigned by USN. He is not dismissed but still under orders.
Other Dept. as Necessary Review Date	
PENDING STATUS: ☐YES ☐NO	**IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**
FINAL STATUS	☑ APPROVED DATE: 10/23/2020

COMMAND
5216
SER
1 Oct 2020

Clay County District Schools
Internal Serialization
Ser #
1 Oct 2020

SKILLBRIDGE PARTICIPATION AGREEMENT
BETWEEN
COMMANDER, *Naval Medical Readiness & Training Command Jacksonville, FL*
AND
Clay County District Schools

Subj: SUPPORT TO SKILLBRIDGE INTERNSHIP ICO ERIC G. CHRISTIANSEN, HM1, USN

1. Purpose. The purpose of this Agreement is to set forth a cooperative agreement of support between Commander, *NMR&TC Jacksonville* and Clay County District Schools in Green Cove Springs, FL. The service and support provided herein will be on non-reimbursable basis and the relationship will be guided by Department of Defense Instruction (DoDI) 1322.19, "JOB TRAINING, EMPLOYMENT SKILLS TRAINING, APPRENTICESHIPS, AND INTERNSHIPS (JTEST-AI) for Eligible Service Members" and NAVADMIN 222/15, "Skillbridge Employment Skills Training Program", DTG R 171359Z SEP 15.

2. Background. Clay County District Schools is a County School Board located in Green Cove Springs, FL and its Federal Employee Identification (FEI)/Employee Identification Number (EIN) is 59-6000552. Clay County District Schools is offering ERIC G. CHRISTIASEN, HM1, USN an unpaid developmental internship under the DOD Skillbridge Program to provide educational experience and learning opportunities that will advance his skills in a formal classroom setting. Having met all requirements and been approved for the program, CWG-6 will release ERIC G. CHRISTIASEN, HM1, USN to Clay County District Schools via a Permissive Temporary Duty Status (PTDY) for the purpose of executing Skillbridge Internship lasting 180 days, in accordance with DODI 1322.29 and NAVADMIN 222/15 and will provide administrative support throughout, as needed.

3. Scope. This Agreement clarifies services and support that *NMR&TC Jacksonville* and *Clay County District Schools* will provide in order to ensure the success of this internship and further outlines general areas of agreement.

4. Responsibilities. Administration of this agreement shall not create any obligations upon any appropriated or non-appropriated funds available to the United States Navy.

a. All parties agree that:

(1) This Skillbridge internship will be for a period of no more than 180 days in accordance with Department of Defense policy, and will be executed while ERIC G. CHRISTIASEN, HM1, USN, is in a PTDY status in Green Cove Springs, FL or other designated location (per NAVADMIN 222/15, paragraph 8). The 180 day period for this internship will start on 1 December 2020 and will conclude on 3 May 2021, whereupon the service member will commence final Navy checkout obligations or 3 May 2021. Upon conclusion of the internship on 3 May 2021, ERIC G. CHRISTIASEN, HM1, USN is free to pursue profitable employment with Clay County District Schools or another employer of choice;

(2) During the course of this internship, the service member's official place of duty will be at *Clay County District Schools* designated location (per NAVADMIN 222/15, paragraph(s) 7 & 9), unless otherwise agreed to voluntarily by the service member intern;

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(3) The service member will continue to receive military pay and benefits throughout this internship, and until, the conclusion of HIS/HER time on active duty service, which includes all Permissive TDY periods and authorized periods of Terminal Leave (per NAVADMIN 222/15, paragraph 8);

(4) The service member will not displace regular employees and will not receive pay and benefits such as wages, training stipends, and/or any other form of compensation from *Clay County District Schools*, for the duration of the internship (per DODI 1322.29 Enclosure 4, paragraph(s) 1c & l);

(5) Either party, *NMR&TC Jacksonville* or *Clay County District Schools* may terminate the internship for reasons of military necessity and/or unsatisfactory participation by the service member. Upon notification that the internship is terminated, the Sailor must immediately withdraw from the program and report back to the command (per NAVADMIN 222/15, paragraph 10). Prior to either party pursuing a termination of the internship, *NMR&TC Jacksonville* or *Clay County District Schools* will confer and try to resolve any issue(s), short of dismissal by the service member from the agreed internship position. However, for the avoidance of doubt, *Clay County District Schools*, retains the ultimate right to end the service member's internship with its company;

(6) Consistent with the Fair Labor Standards Act:

The internship is a dual employment internship and not an unpaid internship as follows:

The service member will receive full military pay and benefits for the duration of the internship and will be assigned to _Clay County District Schools, Green Cove Springs, FL_____in lieu of his/her normal duties.

The service member intern will work under close supervision of __Clay County District Schools_____ for the duration of the entire internship period.

Under no circumstances will the service member be requested or permitted to work more than 40 hours during a normal ___ Clay County District Schools ___ work week.

(7) Consistent with Title 18, United States Code, section 205, the service member intern, throughout the duration of this internship, will not act as an agent for __ Clay County District Schools ___ before any agency or department of the United States.

b. *NMR&TC Jacksonville* will:

(1) Release _Eric Christiansen, HM1, USN_ to participate in this internship after affirming that the service member meets all criteria outlined in the DOD instruction and Navy policy for selection as a Skillbridge Intern;

(2) Safeguard and protect from disclosure any __ Clay County District Schools __ confidential information retained for the purposes of establishing and executing this internship to at least the same degree of care that *NMR&TC Jacksonville* uses to safeguard its own confidential information, but not less than reasonable care;

__ Clay County District Schools __will:

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(1) Along with *NMR&TC Jacksonville*, advise the service member intern of his/her responsibilities regarding participation in the Internship Program, including expected professional conduct as well as dress code and the requirement to follow the rules and standards set forth by CWG-6 and __ Clay County District Schools __ ;

(2) Provide the service member intern meaningful professional development, mentorship, and training experience that supports the purpose of the internship, which is to develop the intern's private sector management skills, analytic abilities, contract familiarization, technical and managerial writing skills, sourcing capabilities, and/or leadership potential as a future analyst, contract specialist, contracting officer and/or corporate executive;

(3) Provide input to *NMR&TC Jacksonville* on the service member's performance during the internship, as requested, and offer any voluntary insights or lessons learned related to the execution of the internship agreement that could inform the advancement and refinement of *NMR&TC Jacksonville*'s Skillbridge (JTEST-AI) program;

5. Implementation Instructions.

a. It is understood and agreed that the parties to this Agreement may revise or modify this Agreement by written amendment hereto, provided such revision or modification is mutually agreed upon and signed by the authorized representatives of both parties.

b. Either party may terminate this Agreement by providing thirty (30) days advance notice of the effective date of termination. *NMR&TC Jacksonville* may also terminate this Agreement unilaterally and without prior notice in cases of military necessity.

c. This Agreement is effective on the date and final signature by all parties and will remain in effect until its execution is fulfilled in its entirety.

6. Primary points of contact and mailing address for this agreement are as follows:

a. *COMMAND*: NMR&TC Jacksonville
- Command Transition Program Manager: NC2 Stansbury, Jacob
- Email: jacob.a.stansbury2.mil@mail.mil
- Phone Number: 904-542-7887
- Address: 2080 Child St. Jacksonville, FL 32214

b. __Clay County District Schools :
- Chairman: Carol Studdard
- Email: Carol.Studdard@myoneclay.net
- Phone Number: 904-336-6500
- Address: 900 Walnut Street, Green Cove Springs, FL 32043

COMMAND

_____

CAPTAIN, USN
Commander, *COMMAND*

Clay County District Schools

_____

Chairman
Clay County District Schools

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

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

1. INDEMNIFICATION

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

2. INSURANCE

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

1. General Liability Policy:
   $1,000,000.00 per occurrence
   $2,000,000.00 aggregate

2. Auto Liability Policy:
   $1,000,000.00 combined single limit
   $5,000,000.00 charter or common carrier

3. Worker's Compensation Policy:
   $100,000

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

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

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

3. RESERVATION OF SOVEREIGN IMMUNITY

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

4. GOVERNING LAW AND VENUE

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

5. LEVEL II BACKGROUND SCREENING

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

6. INDEPENDENT CONTRACTOR

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

7. PUBLIC RECORDS

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

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

b. Provide to the Board, upon its request and free of charge, a copy of each record which Contractor/Vendor seeks to produce in response to a public records request.

c. Ensure that Contract Data that are considered exempt under Chapter 119 are not disclosed except as authorized by law.

d. Upon completion of its contractual obligations, transfer to the Board, at no cost to the Board, all Contract Data in the Contractor's/Vendor's possession or otherwise keep and maintain such data as required by law.

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

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

8. STUDENT RECORDS

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

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9. PAYMENT TERMS AND CONTINGENCIES

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

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

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

Signature: _____

Printed Name: LCDR MICHAEL L. HEIMES

Title: NC, USN Emergency Medicine (DEVO EMC)

Date: 14 OCT 2020

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NMRTC JACKSONVILLE
5216
SER
10 Nov 2020

Clay County District Schools
Internal Serialization
Ser #
10 Nov 2020

SKILLBRIDGE PARTICIPATION AGREEMENT
BETWEEN
COMMANDING OFFICER, *Navy Medical Readiness & Training Command Jacksonville, FL*
AND
Clay County District Schools

Subj: SUPPORT TO SKILLBRIDGE INTERNSHIP ICO ERIC G. CHRISTIANSEN, HM1, USN

1. Purpose. The purpose of this Agreement is to set forth a cooperative agreement of support between Commanding Officer, *NMRTC JACKSONVILLE* and *Clay County District Schools* in Green Cove Springs, Florida. The service and support provided herein will be on non-reimbursable basis and the relationship will be guided by Department of Defense Instruction (DoDI) 1322.19, "JOB TRAINING, EMPLOYMENT SKILLS TRAINING, APPRENTICESHIPS, AND INTERNSHIPS (JTEST-AI) for Eligible Service Members" and NAVADMIN 222/15, "Skillbridge Employment Skills Training Program", DTG R 171359Z SEP 15.

2. Background. *Clay County District Schools* is a County School Board located in Green Cove Springs, Florida and its Federal Employee Identification (FEI)/Employee Identification Number (EIN) is 59-6000552. *Clay County District Schools* is offering NAME, RANK, USN an unpaid developmental internship under the DOD Skillbridge Program to provide educational experience and learning opportunities that will advance HIS skills in a formal classroom setting. Having met all requirements and been approved for the program, CWG-6 will release ERIC G. CHRISTIANSEN, HM1, USN to *Clay County District Schools* via a Permissive Temporary Duty Status (PTDY) for the purpose of executing Skillbridge Internship lasting 180 days, in accordance with DODI 1322.29 and NAVADMIN 222/15 and will provide administrative support throughout, as needed.

3. Scope. This Agreement clarifies services and support that *NMRTC JACKSONVILLE* and *Clay County District Schools* will provide in order to ensure the success of this internship and further outlines general areas of agreement.

4. Responsibilities. Administration of this agreement shall not create any obligations upon any appropriated or non-appropriated funds available to the United States Navy.

a. All parties agree that:

(1) This Skillbridge internship will be for a period of no more than 180 days in accordance with Department of Defense policy, and will be executed while ERIC G. CHRISTIANSEN, HM1, USN, is in a PTDY status in Green Cove Springs, Florida or other designated location (per NAVADMIN 222/15, paragraph 8). The 180 day period for this internship will start on 1 December 2020 and will conclude on 3 May 2021, whereupon the service member will commence final Navy checkout obligations until officially transferred to the Fleet Reserve or 03 May 2021. Upon conclusion of the internship on 3 May 2021, ERIC G. CHRISTIANSEN, HM1, USN is free to pursue profitable employment with *Clay County District Schools* or another employer of choice;

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(2) During the course of this internship, the service member's official place of duty will be at *Clay County District Schools'* designated location (per NAVADMIN 222/15, paragraph(s) 7 & 9), unless otherwise agreed to voluntarily by the service member intern;

(3) The service member will continue to receive military pay and benefits throughout this internship, and until, the conclusion of HIS time on active duty service, which includes all Permissive TDY periods and authorized periods of Terminal Leave (per NAVADMIN 222/15, paragraph 8);

(4) The service member will not displace regular employees and will not receive pay and benefits such as wages, training stipends, and/or any other form of compensation from *Clay County District Schools*, for the duration of the internship (per DODI 1322.29 Enclosure 4, paragraph(s) 1c & l);

(5) Either party, *NMRTC JACKSONVILLE* or *Clay County District Schools* may terminate the internship for reasons of military necessity and/or unsatisfactory participation by the service member. Upon notification that the internship is terminated, the Sailor must immediately withdraw from the program and report back to the command (per NAVADMIN 222/15, paragraph 10). Prior to either party pursuing a termination of the internship, *NMRTC JACKSONVILLE* or *Clay County District Schools* will confer and try to resolve any issue(s), short of dismissal by the service member from the agreed internship position. However, for the avoidance of doubt, *Clay County District Schools* retains the ultimate right to end the service member's internship with its company;

(6) Consistent with the Fair Labor Standards Act:

The internship is a dual employment internship and not an unpaid internship as follows:

The service member will receive full military pay and benefits for the duration of the internship and will be assigned to __Clay County District Schools, Green Cove Springs, Florida_____in lieu of his/her normal duties.

The service member intern will work under close supervision of __ Clay County District Schools _____ for the duration of the entire internship period.

Under no circumstances will the service member be requested or permitted to work more than 40 hours during a normal ___ Clay County District Schools ___ work week.

(7) Consistent with Title 18, United States Code, section 205, the service member intern, throughout the duration of this internship, will not act as an agent for __ Clay County District Schools ___ before any agency or department of the United States.

b. *NMRTC JACKSONVILLE* will:

(1) Release _Eric Christiansen, HM1, USN_ to participate in this internship after affirming that the service member meets all criteria outlined in the DOD instruction and Navy policy for selection as a Skillbridge Intern;

(2) Safeguard and protect from disclosure any __ *Clay County District Schools* __ confidential information retained for the purposes of establishing and executing this internship to at least the same degree of care that *NMRTC JACKSONVILLE* uses to safeguard its own confidential information, but not less than reasonable care;

__ *Clay County District Schools* ___ will:

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(1) Along with *NMRTC JACKSONVILLE* , advise the service member intern of his/her responsibilities regarding participation in the Internship Program, including expected professional conduct as well as dress code and the requirement to follow the rules and standards set forth by CWG-6 and __ *Clay County District Schools* __ ;

(2) Provide the service member intern meaningful professional development, mentorship, and training experience that supports the purpose of the internship, which is to develop the intern's private sector management skills, analytic abilities, contract familiarization, technical and managerial writing skills, sourcing capabilities, and/or leadership potential as a future analyst, contract specialist, contracting officer and/or corporate executive;

(3) Provide input to *NMRTC JACKSONVILLE* on the service member's performance during the internship, as requested, and offer any voluntary insights or lessons learned related to the execution of the internship agreement that could inform the advancement and refinement of *NMRTC JACKSONVILLE*'s Skillbridge (JTEST-AI) program;

5. Implementation Instructions.

a. It is understood and agreed that the parties to this Agreement may revise or modify this Agreement by written amendment hereto, provided such revision or modification is mutually agreed upon and signed by the authorized representatives of both parties.

b. Either party may terminate this Agreement by providing thirty (30) days advance notice of the effective date of termination. *NMRTC JACKSONVILLE* may also terminate this Agreement unilaterally and without prior notice in cases of military necessity.

c. This Agreement is effective on the date and final signature by all parties and will remain in effect until its execution is fulfilled in its entirety.

6. Primary points of contact and mailing address for this agreement are as follows:

a. *NMRTC JACKSONVILLE*
- Command Transition Program Manager: Eugene Fink
- Email: eugene.finck@navy.mil
- Phone Number: 904-542-5719
- Address: Bldg. 554 Child St. Jacksonville, FL 32212

b. *Clay County District Schools*
- Chairman: Carol Studdard
- Email:carol.studdard@myoneclay.net
- Phone Number:904-336-6500
- Address:900 Walnut St., Green Cove Springs, FL 32043

NMRTC JACKSONVILLE

T.M. ALLEN, CAPT, MC, USN
Commanding Officer, NMRTC Jacksonville

Clay County District Schools

Chairman
Clay County District Schools

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December 10, 2020 - Regular School Board Meeting

Title

C12 - 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

20 21 Allocation Summary - December 10, 2020.pdf

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PROPOSED CHANGES TO STAFF ALLOCATIONS

2020-2021 SUMMARY

Board Meeting, December 10, 2020

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			2020-2021 ACTIONS				
			General Funds				
CEB-0071		2.0	Teacher, Grade K-6	Program Needs	**($90,070)**	**($28,327)**	**($118,397)**
CHS-0341		1.0	Media Specialist	Program Needs	**($45,035)**	**($14,164)**	**($59,199)**
CHS-0341	1.0		Teacher, Grade 9-12	Program Needs	**$45,045**	**$14,167**	**$59,212**
WES-0491		1.0	School Counselor	Program Needs	**($45,035)**	**($14,164)**	**($59,199)**
DOE-0641		1.0	Teacher, Grade K-6	Program Needs	**($45,035)**	**($14,164)**	**($59,199)**
				TOTAL:	**($180,130)**	**($56,651)**	**($236,781)**

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December 10, 2020 - Regular School Board Meeting

Title
C13 - Monthly Financial Reports for October, 2020

Description
The Monthly Financial Reports, in accordance with SBE Rule 6A-1.008, are submitted for the use and consideration of the Board for the month ending October 31, 2020.

Gap Analysis
The Monthly Financial Reports show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes
It has been a past (normal) practice to provide Monthly Financial Reports, in accordance with SBE Rule 6A-1.008.

Expected Outcomes
The Monthly Financial Reports are provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's finances.

Strategic Plan Goal
Goal 2: Strategy 2.4: Ensure effective and efficient use of resources for fiscal stability.

Recommendation
That the Clay County School Board accept for use and consideration the Superintendent's Monthly Financial Reports for October, 2020.

Contact
Dr. Susan M. Legutko, Assistant Superintendent of Business Affairs, (904) 336-6721, susan.legutko@myoneclay.net

Financial Impact
The Monthly Financial Reports reflect the year-to-date results of operations.

Review Comments

Attachments

- October 2020 Board Monthly Financial Report.pdf
- October 2020 Board Monthly Property Report.pdf
- Contract List.pdf

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CLAY COUNTY SCHOOL BOARD
SUMMARY OF CASH INVESTMENTS
07/01/2020 thru 10/31/2020

	CASH BALANCE	INVESTMENT AMOUNT	TYPE	GRAND TOTAL
General Fund(3)	5,003.00	47,482,847.17	(1) & (4) SBA/OTH	47,487,850.17
Debt Services(5)	0.00	395,905.55	SBA/OTH	395,905.55
Capital Projects	0.00	23,662,247.04	SBA/OTH	23,662,247.04
Special Rev. - Other	0.00	0.00	SBA	0.00
Spec. Rev - Food Service	5,498,543.64	455,257.85	SBA	5,953,801.49
Self Insurance	0.00	4,169,083.45	SBA	4,169,083.45
GRAND TOTAL	**5,503,546.64**	**76,165,341.06**		**81,668,887.70**

NOTES:

1. The rate of interest earned on investments with the State Board of Administration during the month of October, 2020 was 0.29%.

2. For comparison purposes with the General Fund Statement of Revenue, we have completed 33.34% of the fiscal year. All other percentages are only a comparison of cash collections or expenditures to budgeted revenue or appropriations.

3. On the Summary of Cash & Investments, the figure reported for General Fund Investments includes $1,374,141.71 invested for School Internal Accounts.

4. The rate of interest earned on investments with the Florida Education Investment Trust Fund (FEITF) during the month of October, 2020 was 0.20%.

5. Trustee Accounts - Amounts placed with SBA by the Florida Department of Education for investment of debt service moneys.

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF REVENUE
07/01/2020 thru 10/31/2020

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Federal Impact Curr Operation	3121	550,000.00	550,000.00	0.00	0.00%
	R O T C	3191	350,000.00	350,000.00	74,635.50	21.32%
Federal Direct - Total			**900,000.00**	**900,000.00**	**74,635.50**	
Fed thr Loc St	Medicaid	3202	1,200,000.00	1,200,000.00	537,255.43	44.77%
	Federal Through Local Revenue	3280	296,254.25	312,181.00	51,446.74	16.48%
Fed thr Loc St - Total			**1,496,254.25**	**1,512,181.00**	**588,702.17**	
State Sources	Florida Educ Finance Program	3310	199,616,067.00	199,616,067.00	63,868,413.00	32.00%
	Workforce Development	3315	495,645.00	495,645.00	165,216.00	33.33%
	CO&DS Withheld/Admin Expense	3323	22,000.00	22,000.00	0.00	0.00%
	State License Tax	3343	20,000.00	20,000.00	8,577.53	42.89%
	Class Size Reduction	3355	41,608,810.00	41,608,810.00	13,869,604.00	33.33%
	Voluntary Pre-K High Schools	3370	80,000.00	80,000.00	4,879.63	6.10%
	Voluntary Pre-K	3371	597,400.00	651,762.00	218,331.01	33.50%
	Miscellaneous State Revenue	3390	900,254.00	912,116.50	130,034.61	14.26%
State Sources - Total			**243,340,176.00**	**243,406,400.50**	**78,265,055.78**	
Local Sources	District School Taxes	3411	57,245,718.00	57,063,187.00	45,942.02	0.08%
	Prior Year Coll School Taxes	3419	30,000.00	30,000.00	0.00	0.00%
	Tax Redemptions	3421	750,000.00	750,000.00	0.00	0.00%
	Rent	3425	250,000.00	250,000.00	44,562.92	17.83%
	Interest Incl Profit On Invest	3430	800,000.00	800,000.00	30,967.14	3.87%
	Gifts Grants & Bequests	3440	57,832.96	90,494.95	64,494.95	71.27%
	Adult Gen Educ Course Fee-Ged	3461	35,000.00	35,000.00	2,310.00	6.60%
	Postsecondary Voc Course Fees	3462	9,800.00	14,327.20	783.91	5.47%
	Lifelong Learning Fees	3466	3,000.00	3,000.00	0.00	0.00%
	Other Student Fees	3469	0.00	2,616.25	2,616.25	100.00%
	Preschool Program Fees	3471	340,000.00	340,000.00	50,031.69	14.72%
	Other Schl Class Fees	3479	0.00	4,810.00	5,810.00	120.79%
	Miscellaneous Local Sources	3490	1,244,829.39	1,247,291.39	128,392.75	10.29%
	Receipt Of Fed Indirect Cost	3494	400,000.00	400,000.00	110,691.00	27.67%
	Other Misc Local Sources	3495	50,000.00	50,000.00	16,344.02	32.69%
	Refund Of Prior Year'S Expense	3497	5,000.00	5,000.00	935.08	18.70%
	Lost Damaged &Sale Of Textbooks	3498	3,000.00	3,000.00	835.17	27.84%
	Receipt Of Food Serv Indirect Cost	3499	400,000.00	400,000.00	0.00	0.00%
Local Sources - Total			**61,624,180.35**	**61,488,726.79**	**504,716.90**	
Transfers	Transfer From Capital Projects	3630	4,100,753.00	4,873,774.00	1,108,121.01	22.74%
Transfers - Total			**4,100,753.00**	**4,873,774.00**	**1,108,121.01**	
OFS	Sale Of Equipment	3733	0.00	50,000.00	65,663.68	131.33%
Other Financing Sources - Total			**0.00**	**50,000.00**	**65,663.68**	
Revenues - Total			**311,461,363.60**	**312,231,082.29**	**80,606,895.04**	**25.82%**
Fund Balance	Restricted Fund Balance	2720	0.00	0.00	0.00	0.00%
	Fund Balance 7-1-2020	2750	34,141,682.03	34,141,682.03	34,141,682.03	100.00%
Fund Balance - Total			**34,141,682.03**	**34,141,682.03**	**34,141,682.03**	
Grand Total			**345,603,045.63**	**346,372,764.32**	**114,748,577.07**	**33.13%**

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GENERAL FUNDS
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2020 thru 10/31/2020

Expense

	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Basic FEFP K-12	5100	154,803,747.39	155,063,793.05	19,060,121.93	5,865,708.25	5,719,323.08	160.45	2,551,942.20	61,409.95	82,544.65	33,341,210.51	21.50%
Exceptional Education	5200	48,396,941.25	48,603,272.73	6,879,148.60	2,269,419.79	655,991.76	101.00	175,895.70	64,723.49	6,996.71	10,052,277.05	20.68%
Career Education	5300	10,167,302.06	10,188,976.36	1,226,100.05	381,806.24	300,359.22	567.21	114,095.10	83,490.35	1,766.45	2,108,184.62	20.69%
Adult General	5400	430,762.20	443,572.14	36,888.19	9,632.07	13,380.97	0.00	2,997.27	1,484.18	5,399.09	69,781.77	15.73%
Voluntary Pre K	5500	977,696.77	977,013.43	146,485.59	50,702.68	1,953.98	0.00	2,662.68	96.13	0.00	201,901.06	20.67%
Other Instruction	5900	84,467.79	84,467.79	50,452.80	6,803.53	0.00	0.00	0.00	0.00	0.00	57,256.33	67.78%
Student Support Services	6100	16,974,635.40	17,040,819.92	3,141,126.11	873,450.17	243,769.37	387.00	41,942.42	8,706.43	6,913.59	4,316,295.09	25.33%
Instructional Media Services	6200	4,594,278.63	4,599,527.05	621,040.29	195,276.07	63,481.17	0.00	19,197.37	84,252.53	425.00	983,672.43	21.39%
Curriculum Development	6300	4,358,803.11	4,338,214.75	950,710.61	239,812.61	43,036.50	0.00	5,159.38	12,986.87	699.00	1,252,404.97	28.87%
Inst Staff Training Services	6400	2,874,802.99	2,873,655.95	463,697.53	121,758.48	80,329.28	0.00	7,445.23	54.27	6,011.00	679,295.79	23.64%
Instruction Related Technology	6500	4,656,815.34	5,033,315.34	786,838.59	201,676.98	954,926.59	0.00	27,692.58	339,073.87	0.00	2,310,208.61	45.90%
Board	7100	995,878.54	995,878.54	127,333.25	54,463.86	50,402.55	0.00	478.95	0.00	24,155.98	256,834.59	25.79%
General Administration	7200	511,432.94	511,048.24	95,492.20	42,350.18	9,309.10	0.00	(1,123.04)	0.00	15,897.00	161,925.44	31.68%
School Administration	7300	16,314,043.79	16,319,342.62	4,010,381.10	1,044,505.60	15,306.41	0.00	17,649.96	19,970.28	13,701.75	5,121,515.1	31.38%
Facilities Acquisition and Construction	7400	2,588,377.53	3,341,725.39	202,353.00	43,546.18	49,073.18	579.00	4,810.56	386,830.65	256,078.00	943,270.57	28.23%
Fiscal Services	7500	1,599,367.86	1,598,118.36	313,281.50	74,940.50	729.64	0.00	1,503.96	1,717.50	240.00	392,413.1	24.55%
Food Services	7600	120,345.48	120,345.48	27,993.19	7,764.53	0.00	0.00	0.00	0.00	0.00	35,757.72	29.71%
Central Services	7700	3,967,415.97	3,970,236.22	700,370.31	188,664.93	36,758.55	1,544.23	16,840.96	188,797.01	21,894.00	1,154,869.99	29.09%
Pupil Transportation Services	7800	12,699,772.09	12,689,327.46	1,711,863.53	530,209.51	87,399.57	148,354.28	151,482.61	49,536.47	27,694.48	2,706,540.45	21.33%
Operation of Plant	7900	26,264,131.58	26,678,524.74	2,018,020.55	619,610.04	1,714,416.89	1,835,489.71	245,220.31	94,037.21	37.61	6,526,832.32	24.46%
Maintenance Of Plant	8100	5,933,071.56	6,068,592.99	952,429.59	275,066.73	200,469.61	26,714.31	404,917.07	81,904.47	8,032.60	1,949,534.38	32.12%
Administrative Technology Svcs	8200	1,507,219.93	1,507,219.93	344,132.35	91,910.42	5,524.58	2,478.00	1,366.67	19,816.79	36.60	465,265.41	30.87%
Community Services	9100	506,824.24	506,824.24	64,246.18	27,219.48	443.64	0.00	4,853.55	187.00	160.85	97,110.7	19.16%
Debt Service	9200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Total Expense		**321,328,134.44**	**323,553,812.72**	**43,930,507.04**	**13,216,298.83**	**10,246,385.64**	**2,016,375.19**	**3,797,031.49**	**1,499,075.45**	**478,684.36**	**75,184,358.00**	**23.24%**

Nonspendable Fund Balance	6/30/2021	950,202.23	950,202.23	950,202.23
Restricted Fund Balance	6/30/2021	3,800,000.00	3,800,000.00	3,800,000.00
Assigned Fund Balance	6/30/2021	7,408,664.70	7,408,664.70	7,408,664.70
Unassigned Fund Balance	6/30/2021	12,116,044.26	10,660,084.67	27,405,352.14
Total Fund Balance	6/30/2021	**24,274,911.19**	**22,818,951.60**	**39,564,219.07**
Grand Totals		**345,603,045.63**	**346,372,764.32**	**114,748,577.07** 33.13%

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF REVENUE
07/01/2020 thru 10/31/2020

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Local Sources	District School Taxes	3411	12,818,880.00	13,001,411.00	3,340.75	100.00%
Local Sources - Total			**12,818,880.00**	**13,001,411.00**	**3,340.75**	
Revenues - Total			12,818,880.00	13,001,411.00	3,340.75	
Fund Balance - Total 7-1-2020			**2,663,930.94**	**2,663,930.94**	**2,663,930.94**	
Grand Total			**15,482,810.94**	**15,665,341.94**	**2,667,271.69**	**17.03%**

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CLAY COUNTY SCHOOL BOARD

GENERAL FUNDS - Additional Millage Fund

STATEMENT OF EXPENDITURES AND TRANSFERS

07/01/2020 thru 10/31/2020

Expense

	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other/Transfers	Totals	% OF Budget
Facilities Aquisition & Const	7400	5,817,771.08	5,817,771.08	0.00	0.00	219.90	0.00	0.00	348,687.32	0.00	348,907.22	6.00%
Non-Instruct Staff Development	7700	750.00	750.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.	0.00%
Operation Of Plant	7900	5,672,048.69	5,472,048.69	870,155.93	309,702.39	130,365.10	11,298.57	5,127.88	17,335.40	260.00	1,344,245.27	24.57%
Maintenance Of Plant	8100	135,521.43	135,521.43	35,329.35	9,158.32	0.00	0.00	0.00	0.00	0.00	44,487.67	32.83%
Total Expense		**11,626,091.20**	**11,426,091.20**	**905,485.28**	**318,860.71**	**130,585.00**	**11,298.57**	**5,127.88**	**366,022.72**	**260.00**	**1,737,640.16**	**15.21%**
Restricted Fund Balance	6/30/2021	3,856,719.74	4,239,250.74								929,631.53	
Unassigned Fund Balance	6/30/2021	0.00	0.00								0.00	
Total Fund Balance	6/30/2021	**3,856,719.74**	**4,239,250.74**								**929,631.53**	
Grand Totals		**15,482,810.94**	**15,665,341.94**								**2,667,271.69**	**17.03%**

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CLAY COUNTY SCHOOL BOARD
DEBT SERVICE FUND
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2020 Thru 10/31/2020

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	456.00	456.00	354.70	56.13%
Total Local Sources		456.00	456.00	354.70	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Withhld For SBE BonDS	3322	57,050.00	57,050.00	0.00	0.00%
Racing Commission Funds	3341	223,250.00	223,250.00	0.00	0.00%
Total State Sources		280,300.00	280,300.00	0.00	

Transfers

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Transfer From Capital Projects	3630	6,808,008.22	6,808,008.22	0.00	0.00%
Total Transfers		6,808,008.22	6,808,008.22	0.00	
Total REVENUE AND TRANSFERS		7,088,764.22	7,088,764.22	354.70	0.005%
Fund Balance July 1, 2020		455,715.36	455,715.36	455,715.36	
GRAND TOTAL		7,544,479.58	7,544,479.58	456,070.06	6.05%

EXPENDITURES

Debt Service

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Redempt Of Principal	710	5,607,917.88	5,607,917.88	0.00	0.00%
Interest	720	1,457,551.33	1,457,551.33	45,577.51	3.13%
Dues And Fees	730	16,100.00	16,100.00	5,452.64	33.87%
Total Debt Service		7,081,569.21	7,081,569.21	51,030.15	
Total EXPENDITURES		7,081,569.21	7,081,569.21	51,030.15	0.72%

FUND BALANCE

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2021	2750	462,910.37	462,910.37	405,039.91	
GRAND TOTAL		7,544,479.58	7,544,479.58	456,070.06	6.05%

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CLAY COUNTY SCHOOL BOARD
CAPITAL IMPROVEMENTS FUNDS
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2020 Thru 10/31/2020

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
District Local Cap Improv Taxes	3413	19,502,115.00	19,502,115.00	14,009.16	0.07%
Local Sales Taxes	3418	776,432.02	750,000.00	0.00	0.00%
Interest Incl Profit On Invest	3430	10,000.00	36,431.02	1,161.71	3.19%
Impact Fees	3496	7,500,000.00	7,500,000.00	2,769,991.42	36.93%
Total Local Sources		27,788,547.02	27,788,546.02	2,785,162.29	

OTHER FINANCING SERVICES

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Sale Of Equipment	3733	50,000.00	50,000.00	573,202.00	1,146.40%
Total OFS		50,000.00	50,000.00	573,202.00	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Distributd To Districts	3321	1,275,000.00	1,275,000.00	0.00	0.00%
Interest On Undistrib CO & DS	3325	25,000.00	25,000.00	0.00	0.00%
Miscellaneous State Revenue	3390	46,500.00	46,500.00	256,078.00	550.71%
Total State Sources		1,346,500.00	1,346,500.00	256,078.00	
Total REVENUE AND TRANSFERS		29,185,047.02	29,185,046.02	3,614,442.29	12.38%
Fund Balance July 1, 2020		30,009,328.72	30,009,328.72	30,009,328.72	
GRAND TOTAL		59,194,375.74	59,194,374.74	33,623,771.01	56.80%

EXPENDITURES

Debt Service

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Redempt Of Prnc	710	533,308.52	533,308.52	533,308.52	100.00%
Interest	720	42,553.19	42,553.19	1,553.98	3.65%
Dues And Fees	730	0.00	0.00	0.00	0.00%
Total Debt Service		575,861.71	575,861.71	534,862.50	

Gen Sup Srvc

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
AV Mat $1000/Ovr	621	0.00	0.00	0.00	0.00%
AV Mat L/T $1000	622	5,104.60	5,104.60	85.16	1.67%
Bldg & Fixed Equipment	630	17,822,148.22	17,820,648.22	456,856.68	2.56%
Dir Purch Bldgs	631	1,417,051.08	1,417,051.08	293,580.20	20.72%
Equip $1000 Over	641	125,000.00	115,000.00	0.00	0.00%
Equip L/T $1000	642	551,939.12	575,528.12	51,961.96	9.03%
Comp Hdw > $1000	643	5,000.00	5,000.00	1,795.84	35.92%
Cptr Hdwr <$1000	644	112,998.83	112,998.83	69,823.70	61.79%
TechRel FE >1000	648	0.00	0.00	0.00	0.00%
TechRel FFE<1000	649	593.23	20,493.23	19,855.00	96.89%
Vehicles	652	0.00	290,751.22	0.00	0.00%
Land	660	385,000.00	385,000.00	0.00	0.00%
Imprv. Other Than Bldgs.	670	0.00	0.00	0.00	0.00%
Capitalized Imprv. Other Than Bldgs.	671	0.00	0.00	0.00	0.00%
Non-Cap Improvemnts Other Than	672	4,404,932.76	4,908,035.26	743,023.54	15.14%
Cap Remodlg	681	6,324,945.90	4,819,945.90	246,833.10	5.12%
Non-Cap Remodlg/Renovations	682	7,790,109.86	8,597,137.35	1,402,648.05	16.32%
Dir Prch-Cap Remodlg	683	790,000.00	790,000.00	0.00	0.00%
Dir Purch-Non-Cap Remodlg	684	0.00	168,092.54	0.00	0.00%
Software >1000	691	321,986.21	821,986.21	379,962.34	46.22%
Software <1000	692	29,474.99	124,474.99	0.00	0.00%
Total Gen Sup Srvc		40,086,284.80	40,977,247.55	3,666,425.57	

Xfer Of Funds

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Xfer To Gen Fnd	910	4,100,753.00	4,873,774.00	1,108,121.01	22.74%
Xfer To Dbt Svc	920	6,808,008.23	6,808,008.23	0.00	0.00%
Total Xfer Of Funds		10,908,761.23	11,681,782.23	1,108,121.01	
Total EXPENDITURES		51,570,907.74	53,234,891.49	5,309,409.08	9.97%

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2021	2750	7,623,468.00	5,959,483.25	28,314,361.93	
GRAND TOTAL		59,194,375.74	59,194,374.74	33,623,771.01	56.80%

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - FOOD SERVICES
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2020 Thru 10/31/2020

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	10,000.00	10,000.00	951.62	9.52%
Student Lunches	3451	2,471,000.00	2,471,000.00	0.00	0.00%
Student Breakfasts	3452	217,500.00	217,500.00	0.00	0.00%
Adult Breakfasts/Lunches	3453	1,800.00	1,800.00	0.00	0.00%
Student A La Carte	3454	1,500,000.00	1,500,000.00	364,729.52	24.32%
Miscellaneous Local Sources	3490	5,000.00	5,000.00	5,769.69	115.39%
Total Local Sources		4,205,300.00	4,205,300.00	371,450.83	

Fed thru Local and State

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Lunch Reimbursement	3261	9,824,960.00	9,824,960.00	635,794.71	6.47%
School Breakfast Reimbursement	3262	2,468,850.00	2,468,850.00	0.00	0.00%
After School Snack Reimb	3263	20,000.00	20,000.00	0.00	0.00%
U S D A Donated Commoditi	3265	1,400,000.00	1,400,000.00	0.00	0.00%
Cash in Lieu of Donated Foods	3266	5,000.00	5,000.00	0.00	0.00%
Summer Food Service Program	3267	100,000.00	100,000.00	2,617,034.22	2,617.03%
Total Fed thru Local and State		13,818,810.00	13,818,810.00	3,252,828.93	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Breakfast Supplement	3337	60,000.00	60,000.00	0.00	0.00%
School Lunch Supplement	3338	85,000.00	85,000.00	0.00	0.00%
Total State Sources		145,000.00	145,000.00	0.00	
Total REVENUE AND TRANSFERS		18,169,110.00	18,169,110.00	3,624,279.76	19.95%
Fund Balance July 1, 2020		3,294,036.00	3,294,036.00	3,294,036.00	
GRAND TOTAL		21,463,146.00	21,463,146.00	6,918,315.76	32.23%

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - FOOD SERVICES
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2020 Thru 10/31/2020

EXPENDITURES

Gen Sup Srvc

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Administrator	110	2,013,343.91	2,013,343.91	552,688.38	27.45%
Other Support	160	3,938,556.94	3,938,556.94	999,896.18	25.39%
COVID LEAVE OTHR	169	0.00	0.00	1,755.48	NA
Retirement	210	615,258.80	615,258.80	164,263.24	26.70%
Social Security	220	442,573.03	442,573.03	116,764.76	26.38%
Group Insurance	230	1,563,679.34	1,563,679.34	280,625.39	17.95%
Workmans Comp	240	72,098.06	72,098.06	21,323.75	29.58%
Pro & Tech Serv	310	0.00	0.00	0.00	NA
Prof Srvcs - Su	313	61,250.00	61,250.00	9,731.88	15.89%
Travel-FT	330	0.00	0.00	0.00	NA
Travel-In cnty	331	6,400.00	6,400.00	419.70	6.56%
Travel-Out Cnty	332	2,500.00	2,500.00	0.00	0.00%
Trvl-Out State	333	2,500.00	2,500.00	0.00	0.00%
Repairs And Mai	350	27,468.82	27,468.82	1,773.34	6.46%
Rentals	360	5,144.72	5,144.72	1,189.70	23.12%
Tech Rentals	369	44,000.00	44,000.00	19,323.00	43.92%
Stamps	371	21,126.50	21,126.50	4,000.47	18.94%
Cell Phones	378	1,000.00	1,000.00	155.32	15.53%
Refuse	381	0.00	0.00	0.00	NA
Othr Purch Srvc	390	80,588.85	80,938.85	3,069.59	3.79%
Printing	391	10,000.00	10,000.00	3,374.34	33.74%
Bottled Gas	420	1,500.00	1,500.00	33.33	2.22%
Electricity	430	156,500.00	156,500.00	28,447.08	18.18%
Gasoline	450	4,000.00	4,000.00	1,104.00	27.60%
Diesel Fuel	460	2,000.00	2,000.00	1,046.00	52.30%
Supplies	510	742,521.92	742,521.92	140,643.88	18.94%
TonerType Fee	515	27,814.84	27,814.84	1,107.72	3.98%
Tech Supplies	519	800.00	800.00	49.98	6.25%
Oil & Grease	540	1,000.00	1,000.00	39.00	3.90%
Repair Parts	550	7,500.00	7,500.00	351.00	4.68%
Tires & Tubes	560	8,000.00	8,000.00	257.00	3.21%
Food	570	6,625,407.20	6,625,407.20	1,078,152.62	16.27%
Commodities	580	700,000.00	700,000.00	0.00	0.00%
Other Matl/Supp	590	0.00	0.00	0.00	NA
AV Mat $1000/Ovr	621	0.00	0.00	0.00	NA
AV Mat L/T $1000	622	0.00	0.00	0.00	NA
Bldg & Fixed Equipment	630	0.00	0.00	0.00	NA
Equip $1000 Over	641	250,000.00	250,000.00	0.00	0.00%
Equip L/T $1000	642	10,492.56	10,492.56	1,819.88	17.34%
Comp Hdw > $1000	643	10,000.00	10,000.00	0.00	0.00%
Cptr Hdwr <$1000	644	10,000.00	10,000.00	2,285.10	22.85%
TechRel FFE<1000	649	2,500.00	2,500.00	0.00	0.00%
Vehicles	652	108,425.00	108,425.00	0.00	0.00%
Cap Remodlg	681	302,971.15	302,621.15	23,352.68	7.72%
Software >1000	691	2,500.00	2,500.00	0.00	0.00%
Dues And Fees	730	30,000.00	30,000.00	9,067.25	30.22%
Oth Pers Srvcs	750	0.00	0.00	0.00	NA
Ind Cst/Misc Ex	790	225,000.00	225,000.00	0.00	0.00%
Misc Ex/Ind Cst	792	0.00	0.00	0.00	NA
Total Gen Sup Srvc		18,136,421.64	18,136,421.64	3,468,111.04	
Total EXPENDITURES		18,136,421.64	18,136,421.64	3,468,111.04	19.12%
Fund Balance June 30, 2021	2750	3,326,724.36	3,326,724.36	3,450,204.72	
GRAND TOTAL		21,463,146.00	21,463,146.00	6,918,315.76	32.23%

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF REVENUE
07/01/2020 thru 10/31/2020

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Miscellaneous Federal Direct	3199	702,991.67	702,991.67	168,824.31	24.02%
Federal Direct - Total			**702,991.67**	**702,991.67**	**168,824.31**	
Federal thru Local and State	Career And Technical Education	3201	420,224.65	420,224.65	147,029.29	34.99%
	Adult General Education	3221	231,275.06	231,275.06	66,572.24	28.78%
	English Literacy And Civics Ed	3222	39,459.01	39,459.01	9,500.35	24.08%
	Title II	3226	1,592,057.04	1,581,547.04	880,233.45	55.66%
	I D E A	3230	8,441,883.45	8,441,883.45	1,737,363.14	20.58%
	Title I - Elem & Secondary Edu	3240	5,259,070.98	5,556,885.94	1,422,077.21	25.59%
	Title III	3241	201,540.00	201,540.00	50,284.07	24.95%
	Twenty-First Century Schools	3242	522,139.74	522,139.74	136,710.21	26.18%
	Federal Through Local Revenue	3280	115,977.00	115,977.00	45,050.70	38.84%
	Other Federal Thru State	3290	42,820.71	83,758.85	28,438.99	33.95%
Federal thru Local and State - Total			**16,866,447.64**	**17,194,690.74**	**4,523,259.65**	
Local Sources	Interest Incl Profit On Invest	3430	0.00	0.00	0.00	0.00%
Local Sources - Total			**0.00**	**0.00**	**0.00**	
Total			**17,569,439.31**	**17,897,682.41**	**4,692,083.96**	**26.22%**

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2020 thru 10/31/2020

Expense

	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Basic FEFP K-12	5100	4,912,274.95	5,068,991.96	540,342.82	184,249.67	97,553.08	0.00	73,921.39	547,242.57	550.00	1,443,859.53	28.48%
Exceptional	5200	4,678,514.65	4,711,708.05	594,388.97	214,779.44	108,324.89	0.00	35,686.50	600.12	0.00	953,779.92	20.24%
Applied Technology	5300	358,931.88	358,931.88	0.00	0.00	0.00	0.00	83,418.93	55,962.12	2,000.00	141,381.05	39.39%
Adult General	5400	106,035.10	106,035.10	10,341.90	3,969.97	0.00	0.00	2,632.66	3,756.54	3,276.00	23,977.07	22.61%
Other Instruction	5900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	NA
Student Support Services	6100	1,429,158.65	1,568,741.78	281,063.39	84,110.14	20,480.86	0.00	4,081.82	148.00	1,137.00	391,021.21	24.93%
Instructional Media	6200	20,581.85	5,831.85	0.00	0.00	0.00	0.00	0.00	912.31	0.00	912.31	15.64%
Inst & Curric Dev Services	6300	2,384,416.47	2,386,311.44	432,774.81	113,965.76	3,252.85	0.00	2,216.58	1,844.95	535.50	554,590.45	23.24%
Inst Staff Training Services	6400	2,570,210.26	2,447,112.17	231,238.65	61,527.45	343,089.71	0.00	19,841.19	609.45	9,224.00	665,530.45	27.20%
Instruction Related Technology	6500	402,660.04	402,660.04	0.00	0.00	10,723.40	0.00	0.00	391,936.64	0.00	402,660.04	100.00%
General Administration	7200	591,857.97	601,176.67	0.00	0.00	0.00	0.00	0.00	0.00	79,108.98	79,108.98	13.16%
School Administration	7300	29,317.01	116,259.65	22,201.60	4,426.14	0.00	0.00	0.00	0.00	0.00	26,627.74	22.90%
School Facilities	7400	0.00	3,150.43	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Food Services	7600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	NA
Central Services	7700	48,128.16	48,128.16	8,040.33	594.88	0.00	0.00	0.00	0.00	0.00	8,635.21	17.94%
Pupil Transportation Services	7800	37,352.32	72,643.23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Operation Of Plant	7900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	NA
Maintenance Of Plant	8100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	NA
Administrative Technology Svcs	8200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	NA
Community Services	9100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	NA
Total Expense		**17,569,439.31**	**17,897,682.41**	**2,120,392.47**	**667,623.45**	**583,424.79**	**0.00**	**221,799.07**	**1,003,012.70**	**95,831.48**	**4,692,083.96**	**26.22%**

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - CARES ACT RELIEF
STATEMENT OF REVENUE AND EXPENDITURES
07/01/2020 thru 10/31/2020

REVENUES

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Miscellaneous Federal Direct	3199	0.00	0.00	0.00	0.00%
Federal Direct - Total			**0.00**	**0.00**	**0.00**	**0.00%**
Fed thru Local and State	Education Stabilization Funds K-12	3271	4,546,040.20	4,908,128.20	1,428,920.35	29.11%
		3221	0.00	0.00	0.00	0.00%
		3222	0.00	0.00	0.00	0.00%
		3280	0.00	0.00	0.00	0.00%
		3290	0.00	0.00	0.00	0.00%
Fed thru Local and State - Total			**4,546,040.20**	**4,908,128.20**	**1,428,920.35**	29.11%
Local Sources	Interest Incl Profit On Invest	3430	0.00	0.00	0.00	0.00%
Local Sources - Total			**0.00**	**0.00**	**0.00**	0.00%
Total			**4,546,040.20**	**4,908,128.20**	**1,428,920.35**	**29.11%**

EXPENDITURES

Gen Sup Srvc

		Acct #	Original Budget	Amended Budget	Expended	% OF EXP
	Classroom Teacher	120	139,291.89	139,291.89	108,223.57	77.70%
	Paraprofessional	150	21,664.71	21,664.71	17,301.96	79.86%
	Other Support	160	56,910.00	56,910.00	20,961.14	36.83%
	Retirement	210	17,785.09	17,785.09	13,351.11	75.07%
	Social Security	220	17,142.61	17,142.61	11,206.17	65.37%
	Workmans Comp	240	3,000.33	3,000.33	1,860.38	62.01%
	Travel	330	203.30	203.30		0.00%
	Rentals	360	458,287.90	458,287.90	456,020.60	99.51%
	Communications	370	360,000.00	360,000.00	28,334.06	7.87%
	Other Purchased Services	390	195,020.70	195,020.70	88,697.59	45.48%
	Diesel	460	10,400.00	10,400.00	2,752.42	26.47%
	Supplies	510	1,133,372.72	1,133,372.72	476,787.69	42.07%
	Textbooks	520	51,409.68	51,409.68	18,661.74	36.30%
	Periodicals	530	1,374.35	1,374.35	0.00	0.00%
	Other Materials	590	1,782.51	1,782.51	0.00	0.00%
	Furniture Fixtures and Equipment	641	2,007,296.41	2,369,384.41	153,179.90	6.46%
	Miscellaneous	790	71,098.00	71,098.00	31,582.02	44.42%
Total			**4,546,040.20**	**4,908,128.20**	**1,428,920.35**	**29.11%**

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CLAY COUNTY SCHOOL BOARD
SELF INSURANCE FUND
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2020 Thru 10/31/2020

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Inves	3430	70,000.00	70,000.00	5,832.02	3.45%
Charges For Services	3481	2,931,181.00	2,931,181.00	668,836.80	0.00%
Total Local Sources		3,001,181.00	3,001,181.00	674,668.82	
Total REVENUE AND TRANSFERS		3,001,181.00	3,001,181.00	674,668.82	
Fund Balance July 1, 2020		4,923,526.28	4,923,526.28	4,923,526.28	
GRAND TOTAL		7,924,707.28	7,924,707.28	5,598,195.10	70.64%

EXPENDITURES

Gen Sup Srvc

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Workmans Comp	240	1,500,000.00	1,500,000.00	309,697.89	20.65%
Pro & Tech Serv	310	173,935.00	173,935.00	61,319.00	35.25%
Ins & Bond Prem	320	1,087,651.00	1,087,651.00	1,076,108.88	98.94%
Total Gen Sup Srvc		2,761,586.00	2,761,586.00	1,447,125.77	
Total EXPENDITURES		2,761,586.00	2,761,586.00	1,447,125.77	

FUND BALANCE

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2021	2750	5,163,121.28	5,163,121.28	4,151,069.33	
Total Fund Balance		5,163,121.28	5,163,121.28	4,151,069.33	
GRAND TOTAL		7,924,707.28	7,924,707.28	5,598,195.10	70.64%

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OCTOBER, 2020									
LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0311	KEYSTONE HEIGHTS JR/SR HIGH	2,500.00							2,500.00
0341	CLAY HIGH SCHOOL	5,599.00							5,599.00
0371	WILKINSON JUNIOR HIGH	1,255.23							1,255.23
0501	TYNES ELEMENTARY	1,512.50							1,512.50
0541	RIDEOUT ELEMENTARY	7,605.95							7,605.95
0551	FLEMING ISLAND HIGH SCHOOL	3,385.00							3,385.00
0611	OAKLEAF JUNIOR HIGH	37,921.00							37,921.00
0661	OAKLEAF HIGH SCHOOL	20,895.00							20,895.00
9005	EXCEPTIONAL STUDENT EDUCATION	1,105.82							1,105.82
9008	ADULT COMMUNITY EDUCATION	1,295.00							1,295.00
9010	TRANSPORTATION	38,383.84							38,383.84
9020	OFFICE OF SUPPORT SERVICES	4,495.38							4,495.38
9121	MAINTENANCE	13,800.00							13,800.00
9022	OPERATIONS	62,910.00		17,335.40					80,245.40
9023	FACILITY PLANNING & CONSTRUCT	21,441.02							21,441.02
9040	INFORMATION SERVICES	4,110,146.34		361,350.76					4,471,497.10
9050	BUSINESS AFFAIRS	11,240.83							11,240.83
9110	FOOD & NUTRITION SERVICES	41,095.00							41,095.00
	TOTAL	4,386,586.91	0.00	378,686.16	0.00	0.00	0.00	0.00	4,765,273.07

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Clay County Public Schools
AudioVisual

Location Number	Begin Balance	New Purchase	Other	Monthly Deletions	Ending Balance
0111 BANNERMAN LEARNING CENTER	2,402.11	0.00	0.00	0.00	2,402.11
0252 ORANGE PARK HIGH	11,164.04	0.00	0.00	0.00	11,164.04
0311 KEYSTONE HEIGHTS JR/SR HIGH	1,792.00	0.00	0.00	0.00	1,792.00
0341 CLAY HIGH SCHOOL	11,880.77	0.00	0.00	0.00	11,880.77
0361 ORANGE PARK JUNIOR HIGH	2,658.00	0.00	0.00	0.00	2,658.00
0391 MIDDLEBURG HIGH SCHOOL	15,208.40	0.00	0.00	0.00	15,208.40
0431 RIDGEVIEW HIGH SCHOOL	1,069.20	0.00	0.00	1,069.20	0.00
0481 LAKE ASBURY JUNIOR HIGH	11,237.85	0.00	0.00	0.00	11,237.85
0551 FLEMING ISLAND HIGH SCHOOL	3,149.99	0.00	0.00	0.00	3,149.99
0661 OAKLEAF HIGH SCHOOL	6,221.21	0.00	0.00	0.00	6,221.21
	66,783.57	0.00	0.00	1,069.20	65,714.37

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Clay County Public Schools
Vehicles

Location Number	Begin Balance	New Purchase	Other	Monthly Deletions	Ending Balance
0391 MIDDLEBURG HIGH SCHOOL	2,550.85	0.00	0.00	0.00	2,550.85
9010 TRANSPORTATION	31,248,193.81	40,744.00	0.00	99,771.08	31,189,166.73
	31,250,744.66	40,744.00	0.00	99,771.08	31,191,717.58

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OCTOBER, 2020										
LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0020	FL YOUTH CHALLENGE ACADEMY	4,120.00								4,120.00
0021	GREEN COVE SPRINGS JUNIOR HIGH	314,519.23								314,519.23
0071	CHARLES E BENNETT ELEMENTARY	126,691.58								126,691.58
0111	BANNERMAN LEARNING CENTER	126,819.76								126,819.76
0201	ORANGE PARK ELEMENTARY	132,348.18								132,348.18
0232	GROVE PARK ELEMENTARY	150,233.60								150,233.60
0241	W E CHERRY ELEMENTARY	191,821.57					2,058.75	1,296.12		192,584.20
0252	ORANGE PARK HIGH	1,180,132.94	4,895.00							1,185,027.94
0261	DOCTORS INLET ELEMENTARY	111,165.79							2,657.50	108,508.29
0271	MIDDLEBURG ELEMENTARY	224,874.53								224,874.53
0301	KEYSTONE HEIGHTS ELEMENTARY	314,528.40								314,528.40
0311	KEYSTONE HEIGHTS JR/SR HIGH	653,888.03			1,199.00		3,800.29			658,887.32
0331	S BRYAN JENNINGS ELEMENTARY	192,127.19								192,127.19
0341	CLAY HIGH SCHOOL	809,624.41	2,499.99				8,320.06	2,504.17	1,070.64	816,869.65
0351	LAKESIDE JUNIOR HIGH	383,860.96								383,860.96
0352	LAKESIDE ELEMENTARY	202,385.35					4,533.00		4,320.00	202,598.35
0361	ORANGE PARK JUNIOR HIGH	351,347.49							3,211.92	348,135.57
0371	WILKINSON JUNIOR HIGH	409,565.67								409,565.67
0381	MONTCLAIR ELEMENTARY	130,413.42								130,413.42
0391	MIDDLEBURG HIGH SCHOOL	1,253,903.18							8,550.00	1,245,353.18
0401	RIDGEVIEW ELEMENTARY	184,328.29								184,328.29
0411	CLAY HILL ELEMENTARY	225,966.59	9,428.46							235,395.05
0431	RIDGEVIEW HIGH SCHOOL	1,021,498.19	2,757.03		2,930.00				11,041.96	1,016,143.26
0451	LAKE ASBURY ELEMENTARY	199,923.89								199,923.89
0471	ROBERT M PATERSON ELEMENTARY	171,988.55							5,184.90	166,803.65
0481	LAKE ASBURY JUNIOR HIGH	577,235.77							4,008.20	573,227.57
0491	WILKINSON ELEMENTARY	258,344.23							3,328.00	255,016.23
0501	TYNES ELEMENTARY	225,621.31								225,621.31
0511	MCRAE ELEMENTARY	203,246.58							4,174.95	199,071.63
0521	FLEMING ISLAND ELEMENTARY	193,095.28						3,248.50	3,380.00	186,466.78
0531	THUNDERBOLT ELEMENTARY	218,263.18	3,805.00				5,337.50		3,354.75	224,050.93
0541	RIDEOUT ELEMENTARY	138,211.43								138,211.43
0551	FLEMING ISLAND HIGH SCHOOL	1,003,805.39	1,795.84							1,005,601.23
0571	SWIMMING PEN CREEK ELEMENTARY	130,577.91								130,577.91
0591	ARGYLE ELEMENTARY SCHOOL	148,054.52								148,054.52
0601	COPPERGATE ELEMENTARY	177,212.46	3,914.00							181,126.46
0611	OAKLEAF JUNIOR HIGH	495,760.97								495,760.97

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OCTOBER, 2020										
LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0621	OAKLEAF VILLAGE ELEMENTARY	297,126.47							5,129.00	291,997.47
0631	SHADOWLAWN ELEMENTARY	228,617.90								228,617.90
0641	DISCOVERY OAKS ELEMENTARY	650,176.92								650,176.92
0651	PLANTATION OAKS ELEMENTARY	617,237.28	1,125.00							618,362.28
0661	OAKLEAF HIGH SCHOOL	1,428,945.01	2,048.55							1,430,993.56
0769	ST JOHNS COUNTRY DAY	25,893.80								25,893.80
7005	CLAY VIRTUAL - ACADEMY	36,984.93							5,535.00	31,449.93
9000	SCHOOL BOARD	26,342.86								26,342.86
9002	CAREER AND TECHNICAL EDUCATION	22,238.57								22,238.57
9003	DEPT OF INST RESOURCES STEM	55,643.39							1,232.00	54,411.39
9004	STUDENT SERVICES	49,560.06								49,560.06
9005	EXCEPTIONAL STUDENT EDUCATION	234,167.28					1,189.75	5,337.50		230,019.53
9006	DEPT OF ELEMENTARY EDUCATION	45,019.07								45,019.07
9007	K12 ACADEMIC SERVICES	8,287.57								8,287.57
9008	ADULT COMMUNITY EDUCATION	68,928.09								68,928.09
9009	SCH IMPROVEMENT & PROF DEVEL	47,896.03								47,896.03
9010	TRANSPORTATION	467,965.80						$2,399.00		465,566.80
9014	INSTRUCTIONAL MEDIA SERVICES	1,709.50								1,709.50
9016	SUPERINTENDENT/DEPUTY SUPER	40,480.12								40,480.12
9020	OFFICE OF SUPPORT SERVICES	11,536.38								11,536.38
9021	MAINTENANCE DEPARTMENT	617,834.67					2,399.00	8,320.06	4,995.00	606,918.61
9022	OPERATIONS	150,082.90	2,050.20							152,133.10
9023	FACILITY PLANNING & CONSTRUCT	32,910.49								32,910.49
9024	CODE ENFORCEMENT	6,267.37								6,267.37
9025	SCHOOL POLICE DEPARTMENT	323,117.35								323,117.35
9030	PRINT CENTER	64,262.81								64,262.81
9040	INFORMATION SERVICES	2,347,785.46							1,082.95	2,346,702.51
9050	BUSINESS AFFAIRS DIVISION	109,876.89							2,131.07	107,745.82
9060	HUMAN RESOURCES	71,159.12								71,159.12
9106	TITLE 1	23,547.89								23,547.89
9110	FOOD & NUTRITION SERVICES	251,114.00						4,533.00	10,089.60	236,491.40
9111	INSTRUCTIONAL DIVISION	28,411.83								28,411.83
9113	TEACHER TRAINING CENTER FIH	8,488.00								8,488.00
9114	TEACHER LEARNING CENTER OPHS	5,505.98								5,505.98
	TOTAL	21,242,627.61	34,319.07	0.00	4,129.00	0.00	27,638.35	27,638.35	84,477.44	21,196,598.24

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---------- Forwarded message ---------
From: **Staefe, Bertha** <bertha.staefe@myoneclay.net>
Date: Fri, Nov 13, 2020 at 8:40 AM
Subject: Contract List - Add to BAD monthly BOARD Financial Report
To: Susan Legutko <susan.legutko@myoneclay.net>
Cc: Barton-Weeks, Elaine <elaine.bartonweeks@myoneclay.net>

Per Purchasing Policy contract signed by Superintendent with dollar amounts of $50,000 - $100,000 are to be sent to the Board on the monthly financial report. Below are the contracts that have been SIGNED by the Superintendent to date.

If you click on the Contract # it will pull up the signed Contract.

$50,000 - $100,000 Contracts "Signed" by Superintendent for BAD monthly BOARD Financial Report

CONTRACT #	SUBMITTED BY	DEPT	COST	PO #	VENDOR
210038	H McDonald	9004	$63,000.00	P2104825	Clay Behavioral Health Center (Schl Based Mental Health Therapy-Short Term) (KHS,MHS,LAJ)
210040	B Ellis	9023	$50,000 +	P210040	No Florida Building Code Svcs
210058	E Caren	9040	$96,984.00	P2105086	CDW Customer Service order Form for Google G Suite for Educati

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December 10, 2020 - Regular School Board Meeting

Title

C14 - Deletion of Certain Items Report - November, 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 October, 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 - November, 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-November, 2020.pdf

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Clay County Public Schools
Monthly Deletion Report
For Month Ending: 11/30/2020

Disposal Method	Tag	Description		Acquisition Date	Disposal Date	Purchase Amount	Depreciation Value
LCTN	**0241**	**W E CHERRY ELEMENTARY**					
Junk/Parts	00073564	CHASSIS/MONITOR/KEYBOARD/300MH	Furniture,Fixtures & Equipment	07/29/1999	11/04/2020	1,799.00	1,799.00
						1,799.00	**0.00**
LCTN	**0331**	**S BRYAN JENNINGS ELEMENTARY**					
Surplus Sale	00094461	STUDENT STATION: COMPUTER	Furniture,Fixtures & Equipment	08/14/2008	11/04/2020	1,610.00	1,610.00
						1,610.00	**1,799.00**
LCTN	**0361**	**ORANGE PARK JUNIOR HIGH**					
Junk/Parts	00085398	WORKSTATION: U- SHAPED WITH HU	Furniture,Fixtures & Equipment	05/25/2006	11/04/2020	1,615.04	1,615.04
Junk/Parts	00089287	DESK: EXECUTIVE W/RIGHT RETURN	Furniture,Fixtures & Equipment	04/12/2007	11/04/2020	1,982.00	1,982.00
Junk/Parts	00089316	COPIER:DIGITAL W/AUTO FEED/CAB	Furniture,Fixtures & Equipment	04/10/2008	11/04/2020	1,827.00	1,827.00
Surplus Sale	AV004533	BOARD: 1399 CLASSIC MAGNATIC C	Audiovisual	05/08/2006	11/04/2020	1,509.00	0.00
						6,933.04	**7,034.04**
LCTN	**0381**	**MONTCLAIR ELEMENTARY**					
Surplus Sale	00016040	KETTLE:TILT STEAM 40 GAL.	Furniture,Fixtures & Equipment	11/22/1977	11/04/2020	2,675.50	2,675.50
Junk/Parts	13000440	ICE MACHINE: MODULAR PEARL-ICE	Furniture,Fixtures & Equipment	02/28/2013	11/04/2020	3,008.54	2,722.01
						5,684.04	**2,675.50**
LCTN	**0431**	**RIDGEVIEW HIGH SCHOOL**					
Junk/Parts	00081145	LIFT:MOBILE DEMO UNIT - 5001	Furniture,Fixtures & Equipment	07/22/2004	11/04/2020	6,026.67	6,026.67
						6,026.67	**2,722.01**
LCTN	**0491**	**WILKINSON ELEMENTARY**					
Junk/Parts	15000816	ICEMAKER: MODULAR PEARL - ICE-	Furniture,Fixtures & Equipment	03/26/2015	11/04/2020	3,689.04	2,239.77
						3,689.04	**6,026.67**
LCTN	**0661**	**OAKLEAF HIGH SCHOOL**					
Trade-In	10001956	SOUSAPHONE: LACQUER W/CASE-CON	Furniture,Fixtures & Equipment	11/10/2010	11/04/2020	4,283.00	4,283.00
Trade-In	10001957	SOUSAPHONE: LACQUER W/CASE-CON	Furniture,Fixtures & Equipment	11/10/2010	11/04/2020	4,283.00	4,283.00
Trade-In	10001958	SOUSAPHONE: LACQUER W/CASE-CON	Furniture,Fixtures & Equipment	11/10/2010	11/04/2020	4,283.00	4,283.00
Trade-In	10001959	SOUSAPHONE: LACQUER W/CASE-CON	Furniture,Fixtures & Equipment	11/10/2010	11/04/2020	4,283.00	4,283.00
Trade-In	10001960	SOUSAPHONE: LACQUER W/CASE-CON	Furniture,Fixtures & Equipment	11/10/2010	11/04/2020	4,283.00	4,283.00
						21,415.00	**19,371.77**

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Clay County Public Schools
Monthly Deletion Report
For Month Ending: 11/30/2020

Disposal Method	Tag	Description	Acquisition Date	Disposal Date	Purchase Amount	Depreciation Value

Total Furniture	Total Vehicles	Total Audio Visual	Total Software	Totals for Deletion Report	
45,647.79	0.00	1,509.00	0.00	47,156.79	39,628.99

Note:OCTOBER 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)

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December 10, 2020 - Regular School Board Meeting

Title

C15 - BID to be Awarded

Description

Award BID as required per FS 287, DOE 6A-1.012 and School Board Policy
a. Covered Walkways - County Wide Bid #20-F-234: Contract Period is for a three (3) year period from December 21, 2020 through November 30, 2023 with the option to renew for two additional one year periods upon mutual agreement, in writing. Bid established for the purchase, delivery and installation of covered walkways as needed for the various schools and departments within Clay County School District. The vendor awarded is the lowest, most responsive qualified bidder meeting specifications.

Gap Analysis

The District requires contractors to provide services to ensure our ??facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

Previous Outcomes

Prior Board approved Bid 16-F-220 will expire but it was used successfully during the past terms to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board, we expect the vendors to provide quality services and products at the terms and conditions listed in the Bid.

Strategic Plan Goal

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Award BID as follows:
a. Covered Walkways - County Wide Bid #20-F-234:

-F & G Construction General Contractors, Inc., 2374 Edison Ave, Jacksonville, FL 32254

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

a. Covered Walkways - County Wide Bid #20-F-234: Estimated $750,000.00 for Contract Period from General and Capital Revenue

Review Comments

Attachments

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December 10, 2020 - Regular School Board Meeting

Title

C16 - RFP to be Awarded

Description

Award RFP as required per FS 287, DOE 6A-1.012 and School Board Policy
a. Athletic Field Maintenance Services - County Wide RFP #20-MA-319: Contract Period is for a three (3) year period from January 1, 2021 through December 31, 2023 with the option to renew for (3) three additional (1) year contract periods upon mutual agreement by all parties, in writing. RFP established for the purchase of labor, supplies, materials, equipment, and supervision to perform field maintenance used to enhance and improve the appearance and care of athletic fields at various schools and facilities throughout Clay County. The vendors awarded were the highest ranking firms by the RFP selection committee.

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

The District has no prior Board approved Bids or RFPs for this type of service.

Expected Outcomes

Upon approval by the Board, we expect the vendors to provide quality services and products at the terms and conditions listed in the RFP.

Strategic Plan Goal

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Award RFP as follows:
a. Athletic Field Maintenance Services - County Wide RFP #20-MA-319:

- Agrow Pro Inc., 1339 Kavie Ct. Green Cove Springs, FL 32043
- St Johns Turf Care, 1040 Hastings Federal Point Rd., East Palatka, FL 32131

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

a. Athletic Field Maintenance Services - County Wide RFP #20-MA-319: Estimated $150,000.00 for Contract Period from General and Internal Accounts Revenue

Review Comments

Attachments

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December 10, 2020 - Regular School Board Meeting

Title

C17 - Oakleaf High School Hurricane Retrofit Agreement 2020

Description

This Agreement is a joint venture with the Clay County Board of County Commissioners, the Clay County School Board and C.C. Borden Construction, Inc. to create much needed Enhanced Hurricane Protection Areas (EHPA) in Clay County.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

This agreement will allow Oakleaf High School to serve as a hurricane shelter.

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 Oakleaf High School Hurricane Retrofit Agreement 2020.

Contact

Bryce Ellis, Interim Assistant Superintendent of Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

No financial impact to the Clay County School Board. This is funded by a Clay County grant.

Review Comments

Attachments

- Oakleaf High School Hurricane Retrofit Agreement 2020.pdf

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Clay County Agreement/Contract No. 2020/2021 – 37

Agreement for Oakleaf High School Hurricane Retrofit 2020

This Agreement for Oakleaf High School Hurricane Retrofit 2020 ("Agreement") is made and entered into as of the 27th day of October, 2020 between C.C. Borden Construction, Inc., a Florida Profit Corporation with an address of 1019 Rosselle Street, Jacksonville, FL 32204 ("Contractor"), Clay County, a political subdivision of the State of Florida (the "County"), and the School District of Clay County, Florida, by and through the Clay County School Board (the "School District").

RECITALS

WHEREAS, the County issued a Request for Bids, BID No. 19/20-2 ("Bid"), to solicit and engage a licensed contractor to furnish and deliver all materials, supplies, and equipment and provide all the work and labor required to perform Oakleaf High School Hurricane Retrofit 2020; and

WHEREAS, the Contractor responded to the Bid with a proposal to offer the requested services ("Contractor's Response"); and

WHEREAS, the County selected the Contractor based on the Contractor's Response; and

WHEREAS, the Contractor desires to provide the services to the County as set forth in the Bid, the Contractor's Response, and under the terms and conditions set forth in this Agreement.

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

SECTION 1. PROJECT

1.1. The Contractor shall furnish and deliver all materials, supplies, and equipment and provide all the work and labor required to perform Oakleaf High School Hurricane Retrofit 2020 (the "Project").

1.2. The Project includes all associated work shown in the Bid, including, but not limited to, the scope of services, plans, drawings, procurement and contracting requirements, specifications, conditions, general requirements, summary of work, and technical specifications ("Bid Specifications").

1.3. Oakleaf High School is located at 4035 Plantation Oaks Blvd., Orange Park, Florida 32065. The School District is the owner of Oakleaf High School. The School District joins in this Agreement for the purpose of authorizing the County and the Contractor to enter upon its

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property for the purpose of allowing the Contractor to perform the Project Work contracted for in this Agreement on the Oakleaf High School premises. The Contractor agrees that it will look solely to the County for payment for the Project Work performed under this Agreement.

1.4. The Architect associated with the Project is Bhide & Hall Architects, P.A.

1.5. For purposes of this Project, the County Representatives will be Howard Wanamaker, County Manager and John Ward, Director of Clay County Division of Emergency Management, or their designee(s).

SECTION 2. PROJECT WORK/SERVICES

2.1. The Project Work to be performed by the Contractor in relation to the Project are set forth in the Bid, the Bid Specifications, and the Contractor's Response. In performing the Project Work, the Contractor shall construct the Project in accordance with the Bid Specifications and comply with and conform to all requirements set forth in the Bid. The Bid is incorporated herein by reference and made a part hereof for all purposes as if fully set forth herein. A copy of the Contractor's Response is attached hereto as **Attachment A** and incorporated herein by reference. The term "Project Work" means the scope of services/work to be provided, services rendered, or supplies, materials, equipment and the like constructed, delivered, or installed in relation to the Project under this Agreement.

2.2. As part of the Project Work, the Contractor shall retrofit unprotected windows and fenestrations at the gymnasium and hallway connecting the gymnasium and the cafeteria at Oakleaf High School. This is to reinforce the facility to sufficient code as to qualify as an Enhanced Hurricane Protection Area. These retrofits encompass the reinforcement of the gymnasium and connecting hallway between the gymnasium through the replacement of designated storefront windows, curtain wall windows, door lites, and louver replacements as specifically addressed in the architectural drawings included with the Bid:

A. Replace Lites in (31) Existing Doors (Numbered) With Updated Wind Load Type As Specified.
B. Replace Louvers (5) Locations.
C. Replace Aluminum Storefront Windows, Type A (24) Locations and Type AA (2) Locations.
D. Replace Aluminum Curtain-Wall Windows, Type F (2) Locations and H, (2) Location. Note: No Work Is Performed at Existing EHPA.

2.3. The Project Work shall be sequenced to provide minimum interruption to school operation at Oakleaf High School. The Contractor shall coordinate the Project Work schedule with the school principal and Clay County School Board Facilities project manager. The Contractor may be required to perform some of the Project Work in student occupied areas after school hours.

2.4. A building permit will be issued by the School District. Upon execution of the Agreement, the School District will prepare the permit application for the Contractor's and the

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Architect's signatures. The Contractor shall obtain the building permit prior to commencing the Project Work.

2.5. In providing the Project Work, the Contractor must:

A. Submit a construction schedule, within 10 days after the County issues a Notice to Proceed, depicting the work/activities required to complete the Project, and showing the sequence in which the Contractor proposes the work/activities to occur and the duration (dates of commencement and completion) of the work/activity. The construction schedule shall separate the work as outlined in the Bid Specifications. The Contractor shall provide an updated construction schedule each month to show the actual progress of the Project Work performed and the occurrence of all events which have affected or will affect the progress of the Project Work yet to be performed.

B. Obtain all required permissions, permits, and inspections as required.

C. Be familiar with the Project Work, deadlines, plans, drawings, Bid Specifications and the conditions under which the Project Work are to be completed.

D. Comply with and be familiar with and agree to abide by all applicable Local, State and Federal laws, rules, regulations, and standards, including, but not limited to, Florida Building Code, Latest Edition, Florida Plumbing Code, Latest Edition, Florida Mechanical Code, Latest Edition, National Electrical Code, Latest Edition, Florida Gas Code, Latest Edition, Florida Fire Prevention Code, Latest Edition, ANSI A117.1 (Physically Handicapped), NFPA Life Safety Code, NFPA 1010 and other NFPA codes as applicable, Department of Community Affairs (DCA), and Standards for Educational Facilities (SREF).

E. Comply with and be familiar with the General Conditions of the Contract for Construction, AIA Document A201, Latest Edition, issued by the American Institute of Architects, and its Supplements, if any, which are incorporated herein by reference.

F. Meet with the County Representatives as needed and requested by the County Representatives to review the status and progress of the Project Work, upcoming critical activities, and overall performance to complete the Project.

G. Perform inspections, including inspections of systems and areas, as required.

H. Provide and comply with any warranties as required or as reflected in the Bid Specifications.

I. Provide certifications, to include asbestos, carpet, lead, bacteriological, storm water, toxic substances, and clearance letter from DEP, as required.

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J. Conduct business in a manner that reflects favorably at all times on the services and the goodwill and reputation of the County.

K. Perform the Project Work competently and with a high degree of expertise and professionalism, using that degree of care and skill customarily exercised by other professionals performing similar services in the industry.

2.6. In entering into this Agreement, the Contractor represents that it now has or will secure all personnel required to perform all Project Work under this Agreement. The Contractor shall not have any direct or indirect contractual relationship with any officer or employee of the County which will conflict with its ability to perform the Project Work. All personnel assigned to the work shall be properly qualified for the Project Work to be performed. The Contractor shall designate in writing to the County such representative who shall be authorized to act on behalf of the Contractor on any matter covered by this Agreement.

SECTION 3. ADDITIONAL SERVICES AND FEES

If the County identifies or the Contractor recommends any additional services to be provided by the Contractor that are not covered under the Agreement but are beneficial to the Project, such additional services, including scope, timing, and fees of any additional services must be mutually agreeable between the County and the Contractor and be made a part of this Agreement by a written Amendment.

SECTION 4. TERM AND TIMELY PERFORMANCE

4.1. The parties hereto mutually understand and agree that time is of the essence in the performance and completion of the Project. The Contractor agrees to timely perform all necessary Project Work as provided for in this Agreement.

4.2. The date on which days will begin to be charged to the Project shall be the date the County issues a Notice to Procced ("Notice to Proceed Date") to the Contractor. The Project Work shall commence within ten (10) days after Notice to Proceed Date.

4.3. The Contractor shall achieve Substantial Completion of the Project no later than 170 calendar days from the Notice to Proceed Date ("Substantial Completion Date"). As used herein Substantial Completion shall mean that the construction is complete in accordance with the Bid and Bid Specifications, as modified in any Change Order agreed to by the parties, so that the property owner can occupy the building and utilize the facility for the use for which it was intended. All construction is completed and only closeout documents remain. Final completion of the Project shall be achieved within 198 calendar days from the Notice to Proceed Date ("Final Completion Date").

SECTION 5. SUBCONTRACTORS

5.1. The County authorizes the utilization of the following subcontractors in connection with this Agreement:

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- Lee & Cates Windows
- MIATT Construction, Inc.

Utilization of any other subcontractor(s) in connection with this Agreement may only be obtained for reasonable cause, as judged by the County, and requires PRIOR WRITTEN CONSENT from the County Representatives.

5.2. Any subcontractor utilized by the Contractor, shall be supervised and compensated by the Contractor.

5.3. The Contractor shall be fully responsible to the County and the School District for the acts and omissions for its subcontractors and of persons directly or indirectly employed by them, as the Contractor is for the acts and omissions of persons employed by it.

5.4. The Contractor shall cause appropriate provisions to be inserted in all subcontractor agreements relative to the Services giving the Contractor the same powers that the County may exercise over the Contractor under any provision of this Agreement.

5.5. Nothing in the Agreement shall be construed as providing any subcontractor with any rights or remedies against the County or the School District or any of their employees, principals, officers, or agents for nonpayment or otherwise.

SECTION 6. AGREEMENT AMOUNT

6.1. The total price for the completion of the Project is **$249,978.00** ("Contract Price"). The Contract Price includes the Project Work to be performed by the Contractor and all other expenses associated with the Contractor's performance of the Project Work, including, but not limited to, labor, materials, equipment, supplies, construction, and any other items or requirements to complete the Project.

6.2. Payments are to be made in accordance with Section 7 upon presentation of a proper Invoice detailing the Project Work completed to the Director of Clay County Division of Emergency Management upon the terms set forth in the Bid Specifications.

6.3. Whenever any change or combination of changes in the scope of services results in an increase or decrease in the original descriptions or quantities set forth in the Contractor's Response, and the work added or eliminated is of the same general character as that shown on the original scope of services reflected in the Bid and/or the Contractor's Response, the Contractor shall accept payment in full at the original unit prices for the actual quantities of Project Work performed.

6.4. The County shall not be responsible for any reimbursement of expenses as any and all expenses incurred by the Contractor are to be included as part of the Contract Price. The need for additional shifts, overtime operations and other similar operations required to accomplish the Project shall be provided at no additional cost to the County.

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SECTION 7. PAYMENT PROCEDURES AND PROGRESS PAYMENT

7.1. As used in this Section, the term "Act" means the Local Government Prompt Payment Act set forth in Part VII of Chapter 218, Florida Statutes; the term "Invoice" means a statement, invoice, bill, draw request or payment request submitted by the Contractor under the Agreement; the term "Manager" means the County Manager of the County; the term "Paying Agent" means the County Representatives to whom Invoices must be submitted as identified in the Agreement; and the term "Submittal Date" means, with respect to an Invoice, the submittal date thereof to the Paying Agent. All payments for the Project Work shall be made by the County in accordance with the Act. Upon receipt of a proper Invoice, the County shall have 45 days in which to make payment.

7.2. The Contractor shall submit an Invoice to the Paying Agent no more than once per month based on the amount of the Project Work done or completed. All partial Invoices/estimates and payments shall be subject to correction when submitted, and/or, in the subsequent estimates and payments, and the final estimate and payment.

7.3. The amount of the monthly payments shall be the total value of the Project completed to the date of the estimate based on the Contract Price, less an amount retained and less payments previously made. The amount retained shall be determined as follows:

(a) The County may withhold from each monthly payment due to be made to the Contractor under this Agreement an amount not to exceed 10 percent of said payment as retainage until 50 percent completion of the Project Work has been achieved.

(b) After 50 percent of the Project Work has been achieved, the County may withhold from each monthly payment thereafter due to be made to the Contractor under this Agreement an amount not to exceed 5 percent thereof as retainage. The term "50 percent completion" means the point at which the County has expended 50 percent of the Contract Price as adjusted by approved Change Orders.

(c) After 50 percent of the Project Work has been achieved, the Contractor may present to the County a payment request for up to one-half of the retainage held by the County. The County shall promptly pay such amount to the Contractor, unless the County has grounds for withholding such payment of retainage.

7.4. Invoices shall be signed by the Contractor and must include the following information and items:

1) The Contractor's name, address and phone number, including payment remittance address.

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2) The name, address and phone number of the Contractor's employee or agent to whom notices and inquiries regarding the Invoice may be directed.

3) The Invoice number and date.

4) Reference to the Agreement by its title and number as designated by the County.

5) The period of the Project Work covered by the Invoice.

6) The total amount of payment requested, the total amount previously requested, and the total amount paid to date.

7) A progress report detailing the Project Work performed for which payment is requested in sufficient detail to permit the Paying Agent to evaluate whether the Project Work has been properly performed in full accordance with this Agreement.

8) Supporting documentation necessary to satisfy auditing requirements, for cost and Project Work completion.

9) Contain a certification that the Project Work for the Project has been performed and has progressed to the level for which payment is requested, that the Project Work has been properly performed in full accordance with the Agreement, that all amounts have been paid by the Contractor for Project Work for which previous Invoices were issued and payments received from the County, and that the Contractor knows of no reason why payment should not be made as requested.

10) The Contractor must provide any additional documents, records, updates, or information as needed that may be requested by the County.

7.5. By the submittal of an Invoice hereunder, the Contractor shall have been deemed to have warranted to the County that all Project Work for which payments have been previously received from the County shall be free and clear of liens, claims, security interests or other encumbrances in favor of the Contractor or any other person or entity for failure to make payment.

7.6. Prior to submitting an Invoice, the Contractor shall certify that all subcontractors and suppliers having any interest or performing any of the Project Work in relation to the Project have received their pro rata share of previous periodic payments to the Contractor for all Project Work completed and materials supplied. This certification shall be in the form designated by the County. The Contractor shall within 10 days of receipt of progress payments pay all subcontractors and suppliers performing any of the Project Work or supplying any of the materials with respect to the Project their pro rata shares of the payment for all Project Work completed and materials supplied. The term "subcontractor", as used herein, shall mean a person(s) or firm(s) that enters into a contract with the Contractor for the performance of any part

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of the Agreement and also includes persons or firms supplying materials or equipment incorporated into the Project Work of the Project for which partial payment has been made by the County, and work done under equipment rental contracts.

7.7. The Parties will attempt to settle any payment dispute arising under this Section through consultation and a spirit of mutual cooperation. The dispute will be escalated to appropriate higher-level managers of the parties, if necessary. If the dispute remains unresolved within 30 calendar days following the Submittal Date, then the Paying Agent shall schedule a meeting with the Manager between the Contractor's Representative and the Paying Agent, to be held no later 45 calendar days following the Submittal Date, and shall provide written notice to the Contractor regarding the date, time and place of the meeting no less than 7 calendar days prior thereto. At the meeting, the Contractor's representative and the Paying Agent shall submit to the Manager their respective positions regarding the dispute, including any testimony and documents in support thereof. The Manager shall issue a written decision resolving the dispute within 60 calendar days following the Submittal Date, and serve copies thereof on the Contractor's representative and the Paying Agent.

SECTION 8. CHANGE ORDERS

8.1. Change Orders shall only be used when necessary to clarify the Bid requirements, Bid Specifications, or the Contractor's Response, to provide for major quantity differences which result in the Contractor's work effort exceeding the Contract Price, to provide for unforeseen work, or alterations in the Bid requirements or the Contractor's Response which could not reasonably have been contemplated or foreseen, to settle contract claims, and to make the Project functionally operational in accordance with the intent of the Agreement. No work or services covered by a Change Order shall be performed before the County Representatives give written authorization. Such written authorization shall set forth the prices or amount agreed upon and other pertinent information and shall be reduced to a written Change Order promptly. No payment shall be made on a Change Order prior to the County's approval of the Change Order. In addition, the County shall make no payment for any unauthorized work or services. If authorization is not previously given, the Contractor hereby agrees to waive the claim for such extra compensation. However, such notice or accounting shall not in any way be construed as proving the validity of the claim.

8.2. A Change Order shall also be used when a time extension is required due to any unforeseen circumstances; provided, Change Orders shall not be used for time extensions requested by the Contractor under circumstances or conditions attributable to the Contractor. Such Change Order shall set forth the agreed amount of time for such extension.

SECTION 9. INSURANCE AND BONDS

9.1. The Contractor shall comply with all insurance requirements stated in the Bid. The Contractor shall secure and maintain in effect at all times during the term of this Agreement, and any Change Orders hereof, a general liability insurance policy, automobile liability insurance policy, workers compensation/employers liability policy, and professional liability insurance policy in the minimum amounts stated in the Bid. Prior to commencement of the Project Work,

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the Contractor must deliver certificates of insurance for the required insurance coverage to the County, other than workers compensation and professional liability, **naming "Clay County, a political subdivision of the State of Florida; and The Board of County Commissioners, Clay County, Florida, its employees, agents, boards and commissions, as their interests may appear" and "School District of Clay County, Florida, its employees, agents, and boards; and the School Board of Clay County and its members, as their interests may appear" as "Additional Insureds."** The Contractor shall provide a thirty-day prior written notice of cancellation to the County. If any required insurance coverage is canceled, terminated or revoked, the Contractor agrees to immediately suspend its operations until replacement insurance is obtained and verified.

9.2. The Contractor agrees to furnish a sufficient and satisfactory performance bond in the sum of not less than 100% of the Contract Price. In addition, the Contractor agrees to furnish a payment bond in the same sum. The bond format will be provided by the County to the Contractor for proper execution and shall comply with Section 255.05, Florida Statutes. The Contractor shall cause the bonds required herein to be recorded in the public records of the County prior to commencing any Project Work at the Contractor's sole cost and expense, and shall deliver the recorded bonds to the County Representatives.

SECTION 10. DEFAULT

10.1. In case of default on the part of the Contractor, actions for all damages and expenses, including accounting, engineering and legal services, together with any and all other costs incurred in connection with such default, shall lie against the Contractor.

10.2. If the Contractor fails to begin the Project Work under this Agreement as of the Notice to Proceed Date or fails to perform the Project Work with sufficient workmen and equipment or with sufficient materials to assure the prompt completion of this Agreement or performs the Project Work unsuitably or neglects or refuses to remove materials or to perform anew such Project Work as may be rejected as unacceptable and unsuitable, or discontinues the prosecution of the Project Work, or fails to resume Project Work which has been discontinued within a reasonable time after notice to do so, or becomes insolvent or is declared bankrupt, or files for reorganization under the bankruptcy code, or commits any act of bankruptcy or insolvency, either voluntarily or involuntarily, or allows any final judgment to stand against it unsatisfied for a period of ten calendar days, or makes an assignment for the benefit of creditors, or for any other cause whatsoever fails to carry on the Project Work in an acceptable manner, the County Representative(s) will give notice in writing to the Contractor of such delay, neglect, default or opinion.

10.3. If the Contractor, within a period of ten calendar days after the notice described above, shall not proceed to correct the conditions of which complaint is made, the County shall, upon written certificate from the County Representative(s) of the fact of such delay, neglect, default or opinion and the Contractor's failure to correct such conditions, have full power and authority, without violating this Agreement, to take the prosecution of the Project Work out of the hands of the Contractor and to declare this Agreement to be in default.

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SECTION 11. TERMINATION

11.1. The County may terminate this Agreement or any amendment or Change Order hereto at any time for its convenience with or without cause. In the event of termination, the Contractor will be compensated for acceptable Project Work authorized and completed prior to the date of termination.

11.2. This Agreement is to be binding upon the County and upon the Contractor, its heirs, successors, administrators, or assigns and is voidable and may be terminated by the County if the provisions of the statutes and documents incorporated herein relative thereto are not complied with.

11.3. Termination of this Agreement or a portion hereof under the provisions incorporated herein shall not relieve the Contractor of its responsibilities for the completed portion or concerning any just claims arising out of the Project Work performed.

SECTION 12. LIQUIDATED DAMAGES

12.1. Liquidated damages for default by the Contractor in completion of the Project will be established. A percentage of the established liquidated damage amount will be enforced in the event the Project is not fully completed by the Final Completion Date. This is further defined below.

12.2. Time for completion of the Project is of the essence. The parties hereto mutually understand and agree that time is of the essence in the performance of this Agreement and that the County will incur damages if the Contractor's Project Work is not completed on time. The Contractor shall at all times carry out its duties and responsibilities as expeditiously as possible and shall begin, perform and complete its services so that (i) the Project is substantially completed by the Substantial Completion Date, and (ii) the Project is finally completed by the Final Completion Date.

12.3. Should the Contractor fail to complete the Project within the days agreed, it is mutually agreed to and understood by both parties that the Contractor shall pay to the County, not as a penalty but as liquidated damages, the sum of **Five Hundred Dollars ($500.00)** for each and every calendar day elapsing between the **Substantial Completion Date** and the date such Substantial Completion shall have been fully accomplished, and **One Hundred Dollars ($100.00)** for each and every calendar day elapsing between the **Final Completion Date** and the date such Final Completion shall have been fully accomplished. This liquidated damages provision shall apply and remain in full force and effect in the event that the Contractor is terminated by the County for default and shall apply until Final Completion has been achieved by any completing Contractor. The liquidated damages shall be payable in addition to any excess expenses or costs payable by the Contractor to the County under the provisions of the Agreement, except for Contractor's delays. The County shall have the right to apply as payment on such liquidated damages any money that is due to the Contractor by the County.

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12.4. Permitting the Contractor to continue and to finish the Project, or any part of it, after the expiration of the Agreement time allowed, including extensions of time granted to the Contractor, shall in no way act as a waiver on the part of the County of the liquidated damages due under the Agreement.

SECTION 13. AUTHORITY TO SUSPEND WORK

The County Representatives shall have the authority to suspend the Project Work, wholly or in part, for such period or periods as may be deemed necessary, due to unsuitable weather or other conditions which are considered unfavorable for the prosecution of the Project Work. Should the County be prevented or enjoined from proceeding with the Project Work either before or after the start of the Project by reason of any litigation or other reason beyond the control of the County, the Contractor shall not be entitled to make or assert claim for damage by reason of said delay, but time for completion of the Project Work will be extended to such reasonable time as the County may determine will compensate for time lost by such delay with such determination to be set forth in writing.

SECTION 14. PRESERVATION OF PROPERTY AND FAILURE TO RESTORE DAMAGED PROPERTY

14.1. The Contractor shall preserve from damage all property along the line of the Project Work, or which is in the vicinity of or is in any way affected by the Project Work, the removal or destruction of which is not called for by the Bid Specifications. This applies to public and private property and whenever such property is damaged as a result from the performance of the Project Work, or through the negligence of the Contractor, it shall be immediately restored to a condition similar or equal to that existing before such damage or injury was done by the Contractor, and at its own expense, or it shall make good such damage or injury in an acceptable manner.

14.2. In case of failure on the part of the Contractor to restore such property, or to make good such damage or injury, the County Representatives may upon 48 hours' notice, proceed to repair, rebuild or otherwise restore such property, as may be deemed necessary, and the cost thereof will be deducted from any monies due or which may become due to the Contractor under the Agreement. Nothing in this clause shall prevent the Contractor from receiving proper compensation for the removal, damage or replacement of any public or private property as long as such work is authorized by the County Representatives, provided that such property has not been damaged as a result from the performance of the work or through fault of the Contractor, its employees or agents.

SECTION 15. AUDIT OF CONTRACTOR'S RECORDS

15.1. The Contractor and any of its subcontractors shall maintain all books, documents, papers, accounting records and other evidence pertaining to costs incurred in the performance of the Project Work and shall make such materials available to the County at all reasonable times during the period of this Agreement and for five (5) years from the date of final payment under this Agreement for inspection and/or audit by the County. All such documents relating to the

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Project Work performed or money spent under this Agreement shall be open to the County's inspection and audit during the Contractor's regular business hours. Ten (10) days written notice shall be given by the County to the Contractor prior to such audit or inspection. The Contractor shall make the aforementioned requirement a provision in its agreement(s) with all subcontractors.

15.2. Failure of the Contractor or any of its subcontractors to comply with these requirements may result in disqualification or suspension from quoting and bidding for future contracts or disapproval as a subcontractor at the option of the County.

15.3. The Contractor shall require that each of its subcontractors will provide access to the subcontractor's records pertaining to the Project upon request by the County.

SECTION 16. TAXES

In that the County is a governmental agency exempt from sales and use taxes, the County shall pay no such taxes, any other provisions of this Agreement to the contrary notwithstanding. The County shall provide proof of its exempt status upon reasonable request.

SECTION 17. APPROPRIATED FUNDS

The Contractor acknowledges that in the budget for each fiscal year of the County during which the term of the Agreement is in effect a limited amount of funds are appropriated which are available to make payments arising under the Agreement. Any other provisions of the Agreement to the contrary notwithstanding, and pursuant to the provisions of Section 129.07, Florida Statutes, the maximum payment that the County is obligated to make under the Agreement from the budget of any fiscal year shall not exceed the appropriation for said fiscal year.

SECTION 18. PUBLIC RECORDS

18.1. The Contractor acknowledges the County's obligation under Art. 1, Section 24, Florida Constitution, and Chapter 119, Florida Statutes, as from time to time amended (together, the Public Records Laws), to release public records to members of the public upon request. The Contractor acknowledges that the County is required to comply with the Public Records Laws in the handling of the materials created under the Agreement and that the Public Records Laws control over any contrary terms in the Agreement. In accordance with the requirements of Section 119.0701, Florida Statutes, the Contractor covenants to comply with the Public Records Laws, and in particular to:

(a) Keep and maintain public records required by the County to perform the services required under the Agreement;

(b) Upon request from the County's custodian of public records, provide the County with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law;

(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

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the duration of the Agreement term and following completion of the Agreement if the Contractor does not transfer the records to the County; and,

(d) Upon completion of the Agreement, transfer, at no cost, to the County all public records in possession of the Contractor or keep and maintain public records required by the County to perform the services. If the Contractor transfers all public records to the County upon completion of the Agreement, 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 Agreement, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the County, upon request from the County's custodian of public records, in a format that is compatible with the information technology systems of the County.

18.2. The Contractor's failure to comply with the requirements of this Section shall be deemed a material breach of this Agreement, for which the County may terminate the Agreement immediately upon written notice to the Contractor.

18.3. The Contractor acknowledges the provisions of Section 119.0701(3)(a), Florida Statutes, which, as applicable to the County and the Contractor, require as follows:

(a) A request to inspect or copy public records relating to the Agreement must be made directly to the County. If the County does not possess the requested records, the County shall immediately notify the Contractor of the request, and the Contractor must provide the records to the County or allow the records to be inspected or copied within a reasonable time.

(b) If the Contractor does not comply with the County's request for records, the County shall enforce the contract provisions in accordance with the Agreement.

(c) If the Contractor fails to provide the public records to the County within a reasonable time, the Contractor may be subject to penalties under Section 119.10, Florida Statutes.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT (904) 278-4754, publicrecords@claycountygov.com, POST OFFICE BOX 1366, GREEN COVE SPRINGS, FLORIDA 32043.

SECTION 19. SCRUTINIZED COMPANIES CERTIFICATION

In compliance with Section 287.135(5), Florida Statutes, the undersigned hereby certifies that the Contractor is not participating in a boycott of Israel as defined in Section 287.135(1), Florida Statutes; is not on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List as referred to in Section 287.135(2), Florida Statutes; and does not have business operations in Cuba or Syria as defined in Section 287.135(1), Florida Statutes. In accordance with Section 287.135(3), Florida Statutes,

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the County shall have the option of terminating this Agreement if the Contractor is found to have submitted a false certification as provided under Section 287.135(5), Florida Statutes, or been placed on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List, or been engaged in business operations in Cuba or Syria, or to have been placed on the Scrutinized Companies that Boycott Israel List or is engaged in a boycott of Israel as defined in Section 287.135(1), Florida Statutes.

SECTION 20. INDEMNIFICATION; SOVEREIGN IMMUNITY

20.1. The Contractor agrees to make payment of all proper charges for labor and materials required in the Project Work and to defend, indemnify, and save harmless the County and the School District, all of their officers, agents, and servants, against all suits and costs and all damages to which the County or the School District, or any of their officers, agents, or servants may be put by reason of injury to the persons or property of others resulting from the performance of the Project Work, or through the negligence of the Contractor, or through any improper or defective machinery, implements, or through any act or omission on the part of the Contractor, its principals, officers, agents, employees, subcontractors, suppliers or servants.

20.2. The Contractor shall fully defend, protect, indemnify and hold harmless the County and the School District and all of their principals, employees, officers, agents, servants and contractors, from and against any and all liabilities, damages, losses and costs, including, but not limited to, reasonable attorney's fees, to the extent caused by the negligence, recklessness, or intentional wrongful misconduct of Contractor and persons employed or utilized by Contractor in the performance of this Agreement.

20.3. With respect to any indemnification by the County provided under this Agreement, any such indemnification shall be subject to and within the limitations set forth in Section 768.28, Florida Statutes, and to any other limitations, restrictions and prohibitions that may be provided by law, and shall not be deemed to operate as a waiver of the County's sovereign immunity. The School District shall not be required to indemnify any party to this Agreement.

20.4. The provisions in this Section shall survive any termination of this Agreement.

SECTION 21. NOTICE

All notices given under this Agreement shall be in writing and shall be deemed to have been duly given (a) when delivered by hand, (b) two days after having been delivered to Federal Express, UPS, Airborne or another recognized overnight courier or delivery service, or (c) five days after having been deposited into the United States mail, by registered or certified mail, return receipt requested, postage prepaid, to the respective parties at their respective addresses set forth below:

If to Contractor:	If to County:
C.C. Borden Construction, Inc., 1019 Rosselle Street	Clay County P.O. Box 1366

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Jacksonville, FL 32204
(904) 354-3458
Email: ccborden@ccborden.com
Attention: Camille C. Borden, President

477 Houston Street
Green Cove Springs, FL 32043
Attention: Howard Wanamaker, County Manager
Copy to: John Ward, Director of Clay County Division of Emergency Management

If to School District:

School District of Clay County
Facility Planning & Construction
925 Center Street
Green Cove Springs, FL 32043

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SECTION 22. ACCEPTANCE OF FINAL PAYMENT

22.1. Subsequent to completion of the Project Work and prior to final payment, final accounting of the total amount of all payments shall be provided by the Contractor in the form of a detailed cost report showing vendor, invoice number, and date of invoice for all costs sorted by trade division cost code as is maintained by the Contractor in its accounting system. Final payment is not due and payable until the Contractor has provided a proper final accounting, and any release or waiver of liens and claims required hereunder. Upon receipt of the detailed cost report final accounting, the County may have access to all accounting records at the Contractor's place of business for review and reporting purposes by the County. Utilizing the final accounting of costs and the Contractor's records as needed, the County shall, within a reasonable time, conduct a review of all costs presented. The amount of final payment is to be made subject to the County agreeing with the final accounting of cost and payment of Project Work of the Contractor.

22.2. It is agreed and understood that the acceptance of the final payment by the Contractor shall be considered as a release in full of all claims against the County, the School District, or any of their officers, principals, employees, members or agents arising out of, or by reason of, Project Work done or material furnished under this Agreement.

22.3. The County shall not be obligated to remit final payment under this Contract until the following items have been submitted to and approved by the County in proper form and substance:

a) Final accounting per above;
b) Releases of Liens or equivalent proof of payments to subcontractors and suppliers;
c) As-built drawings and plans;
d) Completed punch list generated from final inspection;
e) Contractor's warranty and any warranties from third parties; and
f) Certificate of Final Payment.

SECTION 23. ACCURACY OF WORK

23.1. The Contractor shall be responsible for the accuracy of its work, including work by any subcontractors, and shall promptly make necessary revisions or corrections resulting from errors and omissions on the part of the Contractor or subcontractors without additional compensation. Acceptance of the work by the County shall not relieve the Contractor of the responsibility for subsequent corrections of any such errors and the clarification of any ambiguities.

23.2. At any time during the construction, the Contractor shall confer with the County for the purpose of interpreting the information furnished and/or to correct any errors and/or omissions made by the Contractor. The Contractor shall prepare all data to correct its errors and/or omissions without added compensation, even though final payment may have been received therefor.

SECTION 24. GUARANTY AND REPAIR FOR PERIOD AND WARRANTIES

24.1. The Contractor binds itself to use such materials and to so construct the work and improvements of the Project that same will be and remain in good repair and condition for a period of two years after the date of completion and acceptance of all improvements by the County, and agrees that it will repair or reconstruct said improvements at its sole expense necessitated within that time by any fault of materials, specifications, methods or processes employed in the construction thereof, and the Contractor further agrees and binds itself that said improvements for such term shall be and remain in good serviceable condition, free from any defects that will impair its usefulness and should same, at any time within said period, in the judgment of the County, whose judgment shall be final and conclusive, become defective and be not in a good serviceable condition, free from any defects that will impair its usefulness by reason of any defective materials, workmanship, specifications, methods, or processes, then the County shall cause to be served upon the Contractor a notice in writing to repair such improvements or portions thereof, or to reconstruct the same and put same in satisfactory and good condition, and the Contractor shall promptly comply therewith at its sole expense.

24.2. Any warranty provided by the Contractor or for which the Contractor is responsible is limited only by such terms and conditions as may be expressly stated in the warranty document and the Agreement.

24.3. The County reserves the right should an error be discovered in the partial or final estimates, or should proof of defective work or materials used by or on the part of the Contractor be discovered after the final payment has been made, to claim and recover from the Contractor or its surety, or both, by process of law, such sums as may be sufficient to correct the error or make good the defects in the work and materials.

SECTION 25. WASTE MATERIAL DISPOSAL

The Contractor shall make all arrangements necessary to accomplish off-site disposal of all debris or waste generated by the Project Work, all at no additional cost to the County.

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SECTION 26. INDEPENDENT CONTRACTOR

Nothing herein shall constitute or be construed to create or suggest any type or kind of employment, partnership, joint venture, or other legal relationship, express or otherwise, between the parties. The Contractor is an independent contractor and is not an employee, agent, joint-venture, or partner of the County or the School District.

SECTION 27. NO ASSIGNMENT

The Contractor shall not assign any of its rights or duties under this Agreement to any other party without the prior written consent of the County, which consent may be withheld by the County for any or no reason. Any such assignment attempted by the Contractor without such prior written consent shall be null and void. If the Contractor attempts to assign any such rights or duties without securing such prior written consent, this Agreement may be declared terminated by the County.

SECTION 28. NO THIRD-PARTY BENEFICIARIES

Any other provisions of this Agreement to the contrary notwithstanding, no third-party beneficiaries are intended or contemplated under this Agreement, and no third-party shall be deemed to have rights or remedies arising under this Agreement or such documents against either party to this Agreement.

SECTION 29. CONFLICT OF INTEREST

Throughout the term of this Agreement, the Contractor must not accept nor perform any other employment, assignments of contracts nor obligations that would conflict with the Contractor's duties and obligations provided under this Agreement.

SECTION 30. AMENDMENT OR MODIFICATION OF AGREEMENT

The Agreement may only be modified or amended upon mutual written agreement of the County and the Contractor. No oral agreements or representation shall be valid or binding upon either party. No alteration or modification of the Agreement terms shall be valid or binding against the County. The Contractor may not unilaterally modify the terms of the Agreement by affixing additional terms by incorporating such terms onto the Contractor's documents forwarded by the Contractor to the County.

SECTION 31. FURTHER ASSURANCES

Each of the parties shall cooperate with one another, shall do and perform such actions and things, and shall execute and deliver such agreements, documents and instruments, as may be reasonable and necessary to effectuate the purposes and intents of this Agreement.

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SECTION 32. REMEDIES

Each party shall have the right to seek the judicial enforcement and interpretation of this Agreement, and to avail itself of all remedies available to it arising at law or in equity for the breach of this Agreement. Remedies are mutually available, and include damages and specific performance, as appropriate.

SECTION 33. CHOICE OF LAW AND VENUE

The County and Contractor both expressly agree that the terms and conditions hereof, and the subsequent performance hereunder, shall be construed and controlled exclusively in accordance with the laws of the State of Florida, that jurisdiction shall be limited to the courts of the State of Florida, and that venue shall lie exclusively in Clay County, Florida.

SECTION 34. ATTORNEYS' FEES

In the event either party shall retain an attorney to litigate on its behalf against the other party regarding the enforcement or interpretation of this Agreement or regarding the rights, remedies, obligations or liabilities of the parties arising under this Agreement, the party prevailing on the majority of its claims, or which successfully defends against a majority of the other party's claims, shall be entitled to an award of reasonable attorney's fees, costs, and expenses against the other party, including fees, costs, and expenses incurred from the date of referral of the dispute to the prevailing party's attorney through the conclusion of litigation, or incurred in bankruptcy or on appeal.

SECTION 35. PROHIBITION AGAINST CONTINGENT FEES

The Contractor warrants that it has not employed or retained any company or person, other than a bona fide employee or subcontractor working solely for the Contractor, to solicit or secure this Agreement, and that it has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the Contractor, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of this Agreement. For the breach or violation of these provisions, the County shall have the right to terminate this Agreement without liability and, at its discretion, to deduct from the contract price, or otherwise recover, the full amount of such fee, commission, percentage, gift or consideration.

SECTION 37. AMERICANS WITH DISABILITIES ACT

The Contractor agrees to comply with the Americans With Disabilities Act (Public Law 101-336, 42 U.S.C. Section 12101 et seq.), which prohibits discrimination by public and private entities on the basis of disability in employment, public accommodations, transportation, State and local government services, and telecommunications.

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SECTION 38. WAIVER

No waiver by the County of any breach of any provision of this Agreement by the Contractor shall constitute a waiver of any other breach of either the same provision or of any other provision by the Contractor. The failure of the County to enforce at any time, or from time to time, any provision of this Agreement shall not be construed as a waiver thereof or any other provisions.

SECTION 39. SEVERABILITY

If any provisions of this Agreement shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such provision shall not affect any of the remaining provisions of this Agreement, and this Agreement shall be enforced as if such invalid and unenforceable provision had not been contained herein.

SECTION 40. HEADINGS

The headings contained in this Agreement are for reference purposes only and shall not be deemed to expand, limit or change any or all the provisions hereof.

SECTION 41. COUNTERPARTS

The Agreement may be executed in one or more counterparts and by the separate parties in separate counterparts, each of which shall be deemed to constitute an original and all of which shall be deemed to constitute the one and the same agreement.

SECTION 42. AUTHORITY

Each person signing on behalf of the parties to this Agreement represents and warrants that he/she has full authority to execute the Agreement on behalf of such party and that this Agreement will constitute a legal and binding obligation of such party. The parties are aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject them to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise (U.S. Code Title 18, Sections 3729-3730 and 3801-3812).

[Signatures appear on the following page.]

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

C.C. BORDEN CONSTRUCTION, INC.

By: _____

Print Name: _____
Print Title: _____

CLAY COUNTY, a political subdivision of the State of Florida

By: _____
Gayward F. Hendry
Its Chairman

ATTEST:

_____
Tara S. Green
Clay County Clerk of Court and Comptroller
Ex Officio Clerk of the Board

SCHOOL DISTRICT OF CLAY COUNTY, FLORIDA, by and through the Clay County School Board

By: _____
Carol Studdard
School Board Chairman

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BID NO. 19/20-2, OAKLEAF HIGH SCHOOL HURRICANE RETROFIT 2020

BID FORM/CORPORATE DETAILS

The undersigned, hereinafter having visited the site of the proposed project and familiarized themself with the conditions, nature and extent of the work, and having examined carefully the drawings, specifications, and other contract documents with the bond requirements therein, proposes for the project referenced above to furnish all labor, materials, equipment and other items and services, in full accordance to complete the said work within the time limits specified for the following bid price:

BASE BID: $ 249,978.00 Dollars

Total Cost Written in Words:

Two Hundred Forty Nine Thousand Nine Hundred Seventy Eight Dollars and Zero Cents

Proposals require a five (5%) percent bid bond and may not be withdrawn after the scheduled opening time for a period of (30) days.

Complete all fields below:

COMPANY NAME: CC Borden Construction, Inc.

ADDRESS: 1019 Rosselle Street

Jacksonville, FL 32204

TELEPHONE/FAX: 904.354.3458 / 904.354.4770

E-MAIL: ccborden@ccborden.com

Name of Person submitting Bid: Camille C. Borden

Title: President

Signature:

Date: 09/14/2020

ADDENDA ACKNOWLEDGMENT:

Bidder acknowledges receipt of the following addendum:

Addendum No. _____ Date: _____ Acknowledged by: _____

Addendum No. _____ Date: _____ Acknowledged by: _____

Addendum No. _____ Date: _____ Acknowledged by: _____

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BID NO. 19/20-2, OAKLEAF HIGH SCHOOL HURRICANE RETROFIT 2020

LIST OF SUBCONTRACTORS FORM

1.1 LIST OF SUBCONTRACTORS FORM:

DATE: 09/14/2020

This list is an integral part of the bid submitted by the contractor.

List below the names of the subcontractors who will perform the phases of the work indicated:

DIVISION OF CONTRACT	NAME/ADDRESS OF SUBCONTRACTOR
Windows:	Lee & Cates Windows 5355 Shawland Rd, Jacksonville FL 322254
Gypsum Board:	MIATT Construction, Inc. 950-23 Blanding Blvd., Suite 331 Orange Park, FL 32065

Proof of each Subcontractor's State License shall be provided. The General Contractor shall provide above subcontractors within 24 hours of the bid award.

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References Form: BID NO. 19/20-2, OAKLEAF HIGH SCHOOL HURRICANE RETROFIT 2020	
Company Name	St. Johns County School District
Address	299 School House Road
City, State, Zip	St. Augustine, FL 32084
Contact Person	Eddie Ponce
Telephone & Fax	904-547-7500
E-mail Address	edward.ponce@stjohns.k12.fl.us
Dates of Service	2002-2019
Project Name and Type of Service	Ketterlinus ES Vertical Platform Lift, RB Hunt ES Covered Play Area, Switzerland Point MS & Pacetti Bay MS window replacements, Valley Ridge & Patrior Oaks & Creekside HS interior renovations, St. Augustine HS stadium repairs
Comments	
Company Name	Duval County Public Schools
Address	1701 Prudential Drive, 5th Floor, Rm# 535
City, State, Zip	Jacksonville, FL 32207
Contact Person	Jaime Mendoza
Telephone & Fax	904-390-2186
E-mail Address	MendozaJ@duvalschools.org
Dates of Service	1999-2020
Project Name and Type of Service	Annual Contract - Ft Caroline MS ADA Bathrooms, various life safety egress, various portable classroom demo/relocation, various window replacements
Comments	
Company Name	United States Postal Service
Address	2200 NW 72 Ave. Ste. 228
City, State, Zip	Miami, FL 33152
Contact Person	Daniela De Rossi
Telephone & Fax	305-470-0807
E-mail Address	daniela.derossi@usps.gov
Dates of Service	2018-2019
Project Name and Types of Service	Rehabilitation of the Wrightsville Main Post Office, Pensacola Nobles Station Skylight Replacement
Comments	

Vendor shall provide at least three references where similar service was provided. Use additional pages as necessary.

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BID NO. 19/20-2, OAKLEAF HIGH SCHOOL HURRICANE RETROFIT 2020

Local Business Affidavit of Eligibility

Bidder affirms that it is a local business as defined below and in accordance with the following: Resolution No. 2018/2020-2 adopted by the Clay County Board of Commissioners.

A. Local Business Definition:

(i) a person or business entity which maintains a permanent place of business with full-time employees within Clay County for a minimum of twelve months prior to the date bids or quotes were received for the purchase or contract at issue, which provides from such permanent place of business the kinds of goods or services solicited, and which at the time of the solicitation submits the Local Business Affidavit of Eligibility; or

(ii) a person or business entity which utilizes for at least 40% of the solicited work local Clay County sub-contractors or suppliers, meaning sub-contractors or suppliers which maintain a permanent place of business with full-time employees within Clay County for a minimum of twelve months prior to the date bids or quotes were received for the purchase or contract at issue, provide from such permanent place of business the kinds of goods or services solicited, and at the time of the solicitation submit the Local Business Affidavit of Eligibility.

B. Bidding/Quotes/Proposals (local price match option):

(i) Bidding/Quotes: For procurement secured through competitive bids or written quotes, local preference will be given to a Local Business when its bid/quote is the lowest responsive and responsible local bid and it is within five percent (5%) of and does not exceed by more than $250,000 the lowest responsive and responsible bid/quote submitted by a non-Local Business. The Local Business will be entitled to match or beat the lowest bid/quote submitted by the non-Local Business and then be considered the lowest, best bidder. The Purchasing Department will notify the responsive and responsible lowest Local Business that they have forty-eight (48) business hours to re-submit a bid or quote that matches or beats the low bid or quote by the non-Local Business. If the lowest local bidder fails to respond as required confirming its ability to match or beat the lowest bid/quote submitted, then award shall be made to the lowest responsive and responsible bid/quote submitted by the non-Local Business.

(ii) Proposals: For procurement secured through competitive request for proposals where price is not the only consideration, 5 points preference will be applied to the total individual selection committee member's score.

If requested by the County, the bidder will be required to provide documentation substantiating the information given in this affidavit. Clay County reserves the right to request supporting documentation as evidence to substantiate the information given in this affidavit. Failure to do so will result in the bidder's submission being deemed non-responsive.

The authorized purchasing authority of Clay County shall have the sole discretion to determine if a person or business entity meets the definition of Local Business. Such decision shall not be disputed nor protested.

The Board of County Commissioners reserves the right to award bids/quotes/proposals which would be in the best interest of the County or reject any and all bids/quotes/proposals. As such, the County reserves the exclusive right to compare, contrast and otherwise evaluate the qualifications, character, responsibility and financial qualifications of all persons, firms, partnerships, companies or corporations submitting bids or quotes in any procurement for goods and services when making an award in the best interests of the County.

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(Resolution No. 2018/2020-2 can be found at: https://www.claycountygov.com/departments/purchasing-division/vendor-information)
This Local Business Affidavit of Eligibility form shall accompany the quotation or bid submittal in order to be considered valid and shall include, but not be limited to, the following current information to verify local status:

(i) A physical business and location address in Clay County;

(ii) Proof of payment of business license, lease agreement, and/or real property tax due to Clay County;

(iii) A copy of the business's most recent annual corporation report to the Florida Division of Corporations; and

(iv) Any additional information necessary to verify local status (example: 40% sub-contractors or suppliers information).

Name of Project Bidding/Quoting (include Bid Number if applicable): _____

_____

Claiming Eligibility under Local Business Definition: A. (i) _____ or A. (ii) _____

Company Name: _____

Signature: _____

Title: _____

Physical Business Address: _____

_____

Date Business Established in Clay County: _____

State of Florida
County of _____

Sworn to and subscribed before me, a Notary Public, for the above State and County on this _____ day

of_____, 20_____ by _____.
(name of person making statement)

_____ _____ _____
(Notary Seal)
Name of Notary Signature of Notary Commission Expiration

The signee of this Affidavit guarantees, as evidenced by the sworn affidavit required herein, the truth and accuracy of this affidavit to interrogatories hereinafter made.

This page is to be returned only if Bidder is claiming a Local Business Status.

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Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Form

(1) The prospective Vendor, CC Borden Construction, Inc. , certifies, by submission of this document, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency.

(2) Where the Vendor is unable to certify to the above statement, the prospective Vendor shall attach an explanation to this form.

Vendor:

CC Borden Construction, Inc.

By: Camille C Borden
Signature

Camille C. Borden, President
Name and Title

1019 Rosselle Street
Street Address

Jacksonville, FL 32204
City, State, Zip

09/14/2020
Date

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BID NO. 19/20-2, OAKLEAF HIGH SCHOOL HURRICANE RETROFIT 2020

Scrutinized Companies Certification

Name of Company:[1] CC Borden Construction, Inc.

In compliance with subsection (5) of Section 287.135(5), Florida Statutes (the Statute), the undersigned hereby certifies that the company named above is not participating in a boycott of Israel as defined in subsection (1) of the Statute; is not on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List as referred to in subsection (2) of the Statute; and is not engaged in business operations in Cuba or Syria as defined in subsection (1) of the Statute.

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Insert Name of Company:

CC Borden Construction, Inc.

1019 Rosselle Street, Jacksonville FL 32204

(Seal)

C. BORDEN CONSTRUCTION, INC. CORPORATE SEAL 1988 FLORIDA

By: Camille C. Borden

Camille C. Borden

Its President

[1] "Company" means a sole proprietorship, organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, limited liability company, or other entity or business association, including all wholly owned subsidiaries, majority-owned subsidiaries, parent companies, or affiliates of such entities or business associations that exists for the purpose of making profit.

BID NO. 19/20-2, OAKLEAF HIGH SCHOOL HURRICANE RETROFIT 2020

"NO BID" Statement

If your company does not intend to bid on this procurement, please complete and return this form prior to the date shown for receipt of bids to: Clay County Purchasing Division, Attn: Donna Fish, P.O. Box 1366, Green Cove Springs, FL 32043

We, the undersigned, decline to bid on the above referenced invitation to bid for the following reasons:

- ☐ Specifications are too restrictive (please explain below or attach separately)
- ☐ Unable to meet specifications
- ☐ Specifications were unclear (please explain below or attach separately)
- ☐ Insufficient time to respond
- ☐ We do not offer this product or service
- ☐ Our schedule would not permit us to perform at this time
- ☐ Unable to meet bond requirements
- ☐ Other (please explain below or attach separately)

Remarks:

_____

_____

Company Name: _____ Telephone #: _____

Signature: _____ Fax #: _____

Print Name: _____ Title: _____

Address: _____

City: _____

Zip: _____

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SWORN STATEMENT UNDER SECTION 287.133(3)(a), FLORIDA STATUTES, ON PUBLIC ENTITY CRIMES

THIS FORM MUST BE SIGNED AND SWORN TO IN THE PRESENCE OF A NOTARY PUBLIC OR OTHER OFFICER AUTHORIZED TO ADMINISTER OATHS.

1. This sworn statement is submitted to The School Board of Clay County by Camille C. Borden - President for C.C. Borden Construction, Inc. whose business address is 1019 Rosselle Street, Jacksonville, FL 32204 and (if applicable) its Federal Employer Identification Number (FEIN) is 59-2911644 (If the entity has no FEIN, include the Social Security Number of the individual signing this sworn statement.)

2. I understand that a "public entity crime" as defined in Paragraph 287.133(1)(g), **Florida Statutes,** means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any business with any public entity or with an agency or political subdivision of any other state or of the United States, including, but not limited to, any bid or contract for goods or services to be provided to any public entity or an agency or political subdivision of any other state or of the United States and involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misrepresentation.

3. I understand that "convicted" or "conviction" as defined in Paragraph 287.133(1)(b), **Florida Statutes,** means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in any federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, nonjury trial, or entry of a plea of guilty or nolo contendere.

4. I understand that an "affiliate" as defined in Paragraph 287.133 (1)(a), **Florida Statutes,** means:

1. A predecessor or successor of a person convicted of a public entity crime; or

2. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in the management of an affiliate. The ownership by one person of shares constituting a controlling interest in another person, or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement, shall be a prima facie case that one person controls another person. A person who knowingly enters into a joint venture with a person who has been convicted of a public entity crime in Florida during the preceding 36 months shall be considered an affiliate.

5. I understand that a "person" as defined in Paragraph 287.133(1)(e), Florida Statutes means any natural person or entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract

DRAFT

and which bids or applies to bid on contracts for the provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

6. Based on information and belief, the statement, which I have marked below, is true in relation to the entity submitting this sworn statement. **[indicate which statement applies.]**

__X__ Neither the entity submitting this sworn statement, nor any officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity, nor any affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989.

___ The entity submitting this sworn statement, or one or more of its officers, directors, executives, partners, shareholders, employees, members or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989.

___ The entity submitting this sworn statement, or one or more of its officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989. However, there has been a subsequent proceeding before a Hearing Officer of the State of Florida, Division of Administrative Hearings and the Final Order entered by the hearing Officer determined that it was not in the public interest to place the entity submitting this sworn statement on the convicted vendor list. **[attach a copy of the final order]**

I UNDERSTAND THAT THE SUBMISSION OF THIS FORM TO THE CONTRACTING OFFICER FOR THE PUBLIC ENTITY IDENTIFIED IN PARAGRAPH 1 (ONE) ABOVE IS FOR THAT PUBLIC ENTITY ONLY AND, THAT THIS FORM IS VALID THROUGH DECEMBER 31 OF THE CALENDAR YEAR IN WHICH IT IS FILED. I ALSO UNDERSTAND THAT I AM REQUIRED TO INFORM THE PUBLIC ENTITY PRIOR TO ENTERING INTO A CONTRACT IN EXCESS OF THE THRESHOLD AMOUNT PROVIDED IN SECTION 287.017, FLORIDA STATUTES FOR CATEGORY TWO OF ANY CHANGE IN THE INFORMATION CONTAINED IN THIS FORM.

Camille C. Borden - President

Sworn to and subscribed before me this 14th day of September 2020.
Personally known __XX__ OR Produced identification _____.

Notary Public - State of Florida
My commission expires:

LINDA MASON
Notary Public – State of Florida
Commission # GG 191775
My Comm. Expires Apr 27, 2022
Bonded through National Notary Assn.

(Printed typed or stamped commissioned name of Notary Public)

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1019 Rosselle Street • Jacksonville, Florida 32204
904/354-3458 • FAX 904/354-4770

December 10, 2020 - Regular School Board Meeting

Title

C18 - Substantial Completion of the District Office Building #1 West End Renovations

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 November 7, 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

Substantial Completion DO Bldg 1 West End.pdf

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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: DO Ops # 01 West

School: District Office

SDCC Project Number: C-30-19/20

OEF Project Number: N/A

Project Engineer: Brian Boatright

Project Contractor: T May Construction

Date of Substantial Completion: November 07, 2020

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Signature: Contractor Date: 11/12/2020

Signature: Architect/Engineer Date: 11-9-2020

Signature: Project Manager Date: 11-9-2020

Signature: Code Enforcement Date: 11/16/2020

SSD-1-5012
E 04/21/2009

Clay County District Schools
Substantial Inspection Report

Project Name: Ops # 01 West (Food Service)
SDCC Project Number: C-30-19/20
OEF Project Number: N/A
School/Campus: District Office
Contractor: T May Construction
Architect/Engineer: Brian Boatright
Inspection Date: November 9, 2020 (The Contract time expired on Sat 11-7-2020- the Substantial Completion Certificate will be dated November 7, 2020)
Inspected By: Larry Paterson
Accompanied by: Brian Boatright, David Kramer

A. Threshold Building included in project: ☐ Yes x No
(If yes, has the District received the letter of certification from the Threshold Inspector?)

B. Systems and Areas Inspected (as appropriate):

Ex Fire Alarm and Detectors	N/A Fire Hydrant Test
Ex HVAC Shut-down	N/A Elevator Certification
Ex Inter-Com System	N/A Well Certification/Test
Pass Signage	N/A Water Certification/Test
Ex Emergency Power Shut-down	N/A Kitchen Hood Certification
N/A Emergency Generator Operation	N/A Fire Sprinkler Certification
Ex Emergency lighting	N/A Lift Station Test
Ex Exiting & Exit Lights	Ex HVAC Test & Balance
Ex Glazing	Pass Carpet Certification/Test
Pass Fire Extinguishers	N/A DEP Certification/Clearance
Pass Toilet Facilities	N/A SJRWMD Inspection/Clearance
N/A Food Preparation	Pass Safety Conditions Interior
N/A Site Lighting	Pass Safety Conditions Exterior
N/A Site Parking	

Signature: Contractor — Date: 11/12/2020

Signature: Architect/Engineer — Date: 11-9-2020

Signature: Project Manager — Date: 11-9-2020

Signature: Code Enforcement — Date: 11/16/2020

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

C19 - Pre-Qualification of Contractors

Description

Section 1013.46 of Florida Statutes requires School Boards to pre-qualify contractors prior to their being able to bid on construction projects for the district. The rules for pre-qualification are stipulated in the State Requirements for Educational Facilities (SREF). The attached list identifies the contractors to be approved this month. As this is an annual requirement, the attached list may contain both new contractors and contractors seeking to renew their pre-qualification status. Per Florida Statutes, only those contractors currently pre-qualified at the time of bidding may bid on a School Board construction project.

Gap Analysis

Contractor Pre-Qualification is an annual requirement.

Previous Outcomes

CCDS complies with contractor pre-qualification as required by Florida Statutes and SREF (State Requirements for Educational Facilities).

Expected Outcomes

CCDS will remain in compliance by certifying the contractors recommended for pre-qualification meet the requirements of Section 1013.46 FS, the State Requirements for Educational Facilities (SREF) and School Board Policy.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve the attached Contractor Pre-qualification list.

Contact

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

- Table for Board Backup Contractor Prequal, 12.10.20.pdf

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SBCC PRE-QUALIFIED CONTRACTORS

The following contractors are being submitted to the School Board for Contractor Pre-Qualification approval having met all requirements of Chapter 1013.46 F. S., as determined by the Pre-Qualification Committee consisting of Bryce Ellis, Phil Hans, Bertie Staefe, Chris Deely-Isais and Janice Kerekes. The pre-qualification certification is valid for one year from the end of the month in which Board approval is obtained.

COMPANY	TRADE CATEGORY	BOND LIMIT	EXPIRATION DATE
Certified Control Systems, Inc.	General, Electrical, Mechanical and Class A Air Conditioning Contractor	$5,000,000.00	December 31, 2021
Jax Utilities Management, Inc.	General and Underground Utility & Excavation Contractor	$7,500,000.00	December 31, 2021
Kim's Electric, Inc.	Electrical Contractor	$3,000,000.00	December 31, 2021
Scherer Construction of North Florida, LLC	General, Roofing and Underground Utility & Excavation Contractor	$35,000,000.00	December 31, 2021

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December 10, 2020 - Regular School Board Meeting

Title

C20 - Peoples Gas System, a Division of Tampa Electric Company Perpetual Easement at Orange Park High School

Description

Per easement project number, D0016490 and land description as set forth in Exhibit "A" and Exhibit "B". Peoples Gas System is seeking approval for a Perpetual Easement to install, operate, maintain, and have access to the gas distribution system to operate the HVAC system at Orange Park High School.

Gap Analysis

Approval of the Perpetual Easement will allow Peoples Gas System to provide service to Orange Park High School's HVAC system.

Previous Outcomes

The Board has approved previous Perpetual Easements.

Expected Outcomes

Based on previous decisions, approving the Perpetual Easement is expected.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County Students.

Recommendation

Approve the Perpetual Easement at Orange Park High School.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

James Fossa, Coordinator of Planning and Intergovernmental Affairs, (904) 336-6846. james.fossa@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

Easement OPH Peoples Gas (2).pdf

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SEC. 7 TWP. 4S. RGE. 26E.
FOLIO/PARCEL ID NO. 07-04-26-013065-000-00
PROJECT NO. D0016490

PREPARED BY
AND RETURN TO:

Monica Otero
Real Estate Department
Peoples Gas System
P.O. Box 2562
Tampa, FL 33601

EASEMENT

KNOW ALL MEN BY THESE PRESENTS, that **SCHOOL BOARD OF CLAY COUNTY**, a public corporation, whose address is 900 Walnut Street, Green Cove Springs, Florida 32003 ("Grantor"), in consideration of One Dollar and other valuable considerations paid to Grantor by **PEOPLES GAS SYSTEM**, A DIVISION OF TAMPA ELECTRIC COMPANY, a Florida corporation, P.O. Box 2562, Tampa, Florida 33601 ("Company"), receipt whereof is hereby acknowledged, has given and granted unto the Company, its successors and assigns, a perpetual easement over and the right to enter upon the land in Clay County, Florida, described as follows:

See Exhibit "A" attached hereto and by reference made a part hereof ("Easement Parcel")

together with the right of ingress and egress to and from the same, and all rights therein and all privileges thereon which are or may be necessary or convenient for the full use and enjoyment of such easement, which is for the purposes of placing, constructing, operating, maintaining, repairing, replacing on and removing from said land, installations described as follows:

Underground gas line and aboveground and underground necessary appurtenances thereto ("Facilities").

The width of the Easement (the "Easement Area") shall be ten (10) feet lying five (5) feet on each side of the centerline of the Facilities as installed or to be constructed. The approximate location of the Easement Area is shown on the drawing attached hereto as Exhibit "B".

The aforesaid rights and privileges granted shall include the right and privilege to root prune or remove any and all deep rooted vegetation upon said Easement Area and upon the Grantor's lands adjacent to said land, wherever the Company may deem it necessary or desirable to do so for the protection of said installations.

Company shall promptly repair any damage to the Easement Area, or any other property not owned by Company, caused by Company exercising its rights under this agreement, including ground cover, planting, roadways, driveways, sidewalks, and parking areas.

Grantor reserves the right to install minor landscaping, irrigation and/or fencing within the Easement parcel provided that it does not and will not directly interfere with the Company's Facilities, does not change grade, and does not cause water impoundment. Grantor further acknowledges that under the "Underground Facility Damage Prevention and Safety Act" (ch. 556 Fla. Stat.), that Grantor is obligated to notify "Sunshine State One-Call of Florida, Inc." of its intent to engage in excavation or demolition prior to commencing any work and that this notification system shall provide member operations an opportunity to identify and locate, if applicable, their underground Facilities prior to said excavation or demolition. In the event Grantor fails to notify as set forth above, Grantor may be held responsible for costs and expenses incurred due to damage of Company's Facilities.

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The Company agrees, at the sole expense of Grantor, to relocate its Facilities, over, under and upon subject parcel upon the request of Grantor, and the vacated portion of this easement being released and conveyed back to Grantor and the site of the relocated Facilities being conveyed and included in this easement grant as though it had been included ab initio.

The Company agrees to amend the Easement Area at such time as Grantor provides to Company a survey of the natural gas facilities contemplated herein and a specific legal description of the revised easement area acceptable to the Company.

The terms "Grantor" and "Company" herein employed shall be construed to include the words "heirs, executors, administrators and assigns" and "successors and assigns" of the respective parties hereto, wherever the context so admits or requires. This Grant of Easement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof. This Grant of Easement may not be changed, altered or modified except by an instrument in writing signed by the party against whom enforcement of such change would be sought. This Grant of Easement shall be binding upon the parties hereto and their respective successors and assigns.

Grantor warrants to Company that it is duly formed, validly existing and in good standing under the laws of its state of formation, and Grantor has all requisite right, power, and authority to enter into this Easement, Grantor owns the Easement Parcel, and no consent of any other person is required to render this Easement a valid and binding instrument.

IN WITNESS WHEREOF, the Grantor has executed this Grant of Easement this _____ day of _____, 2020.

Signed, Sealed and Delivered
in the presence of:

GRANTOR:

SCHOOL BOARD OF CLAY COUNTY,
a public corporation,

WITNESS: _____
Print Name: _____

By: _____
Name: _____
Title: _____

WITNESS: _____
Print Name: _____

(CORPORATE SEAL)

STATE OF _____
COUNTY OF _____

The forgoing instrument was acknowledged before me this _____ day of _____ 2020 by _____ as _____ of _____, on behalf of the corporation by means of □ physical presence or □ online notarization. She/He personally appeared before me, is personally known to me or has produced _____ as identification and who did (did not) take an oath.

(SEAL)

_____
Notary Public

_____
Print Name
Commission Expires:

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EXHIBIT "A"

Legal Description:

A portion of Section 7, Township 4 South, Range 26 East, Clay County, Florida,being more particularly described as follows:
Commence at the Southwest corner of said Section 7 and run thence North 89°11' East along the South line of Section 7 a distance of 1,230.86 feet to iron pipe; thence run North 89°11' East along the South line of Section 7 a distance of 50 feet to the point of beginning; thence continue North 89°11' East along the South line of Section 7 a distance of 300 feet to a point; thence North 2°5' West a distance of 1,486.62 feet, more or less, to a point in the Southerly right-of-way of State Road 224; thence South 87°55' West along the Southerly right-of-way line of State Road 224 a distance of 300 feet to a point; Thence South 2°5' East a distance of 1,486.62 feet, more or less, to the point of beginning.

TOGETHER WITH:

Part of Section 7, Township 4 South, Range 26 East, Clay County, Florida also being a portion of Lots 28 & 53, a portion of Kingsley Avenue and a portion of Adams Street, Section 7, Orange Park, According to map recorded in Plat Book 1, page 23 of the public records of said county, more particularly described as:

Commence at the Southwest corner of Section 7, Township 4 South, Range 26 East, thence on the South line thereof North 89 degrees 11 minutes East 1,230.86 feet to the point of beginning, thence continue on last said line North 89 degrees 11 minutes East 50.0 feet, thence North 02 degrees 05 minutes West 1,487.73 feet, thence on the South line of State Road No. 224, South 87 degrees 55 minutes West 50.0 feet, thence South 02 degrees 05 minutes East 1,486.62 feet to the point of beginning. The area of the above described land being 1.70 acres plus or minus.

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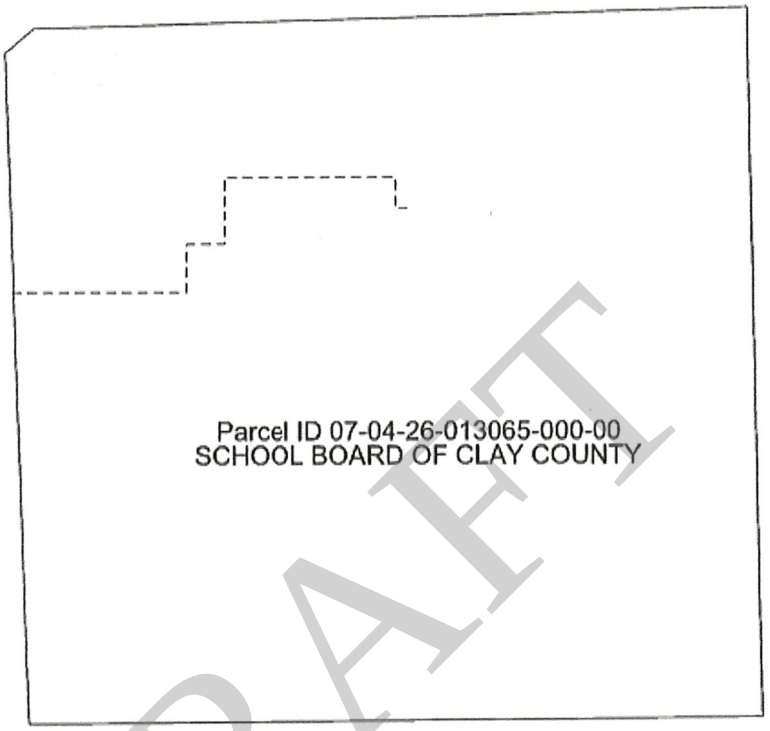
EXHIBIT "B"



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DASHED LINE AS SHOWN IS THE APPROXMIATE LOCATION OF THE EASEMENT CENTERLINE

Peoples Gas easement

The area of the easement from Blanding Blvd to the back of the Gym



December 10, 2020 - Regular School Board Meeting

Title

C21 - 2020/2021 – 2024/2025 Educational Five Year Work Plan

Description

The Educational Facilities Plan (EFP) is developed and reviewed by District staff and approved by the School Board each fiscal year. The plan establishes a systematic approach to Educational Facility Construction and Planning in order to meet the needs of the district. The Educational Five Year Work Plan is the same information but entered into the Florida Department of Education Educational Facilities Information System (EFIS) per F.S. 1013.31.

Gap Analysis

N/A

Previous Outcomes

The Board has reviewed and approved the Educational Facilities Plan in previous years. The Educational Five Year Work Plan is the same information but entered into the Florida Department of Education Educational Facilities Information System (EFIS).

Expected Outcomes

Meet the state requirement by submitting the Educational Five Year Work Plan.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve the Educational Facilities Five Year Work Plan.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

James Fossa, Coordinator of Planning and Intergovernmental Affairs (904) 336-6849, james.fossa@myoneclay.net

Financial Impact

As shown in the Educational Facilities Five Year Work Plan.

Review Comments

Attachments

- Work Plan 2020.21-2024.25.pdf

DRAFT

INTRODUCTION

The 5-Year District Facilities Work Program is a very important document. The Department of Education, Legislature, Governor's Office, Division of Community Planning (growth management), local governments, and others use the work program information for various needs including funding, planning, and as the authoritative source for school facilities related information.

The district's facilities work program must be a complete, balanced capital outlay plan that is financially feasible. The first year of the work program is the districts capital outlay budget. To determine if the work program is balanced and financially feasible, the "Net Available Revenue" minus the "Funded Projects Costs" should sum to zero for "Remaining Funds".

If the "Remaining Funds" balance is zero, then the plan is both balanced and financially feasible.
If the "Remaining Funds" balance is negative, then the plan is neither balanced nor feasible.
If the "Remaining Funds" balance is greater than zero, the plan may be feasible, but it is not balanced.

Summary of revenue/expenditures available for new construction and remodeling projects only.

	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	Five Year Total
Total Revenues	$40,136,581	$35,693,841	$51,049,769	$46,420,693	$23,172,334	$196,473,218
Total Project Costs	$26,593,440	$20,946,500	$48,299,000	$44,826,500	$11,368,500	$152,033,940
Difference (Remaining Funds)	$13,543,141	$14,747,341	$2,750,769	$1,594,193	$11,803,834	$44,439,278

District CLAY COUNTY SCHOOL DISTRICT

Fiscal Year Range

CERTIFICATION

By submitting this electronic document, we certify that all information provided in this 5-year district facilities work program is accurate, all capital outlay resources are fully reported, and the expenditures planned represent a complete and balanced capital outlay plan for the district. The district Superintendent of Schools, Chief Financial Officer, and the School Board have approved the information contained in this 5-year district facilities work program; they certify to the Department of Education, Office of Educational Facilities, that the information contained herein is correct and accurate; they also certify that the plan has been developed in coordination with the general purpose local governments as required by §1013.35(2) F.S. We understand that any information contained in this 5-year district facilities work program is subject to audit by the Auditor General of the State of Florida.

Date of School Board Adoption

Work Plan Submittal Date

DISTRICT SUPERINTENDENT

CHIEF FINANCIAL OFFICER

DISTRICT POINT-OF-CONTACT PERSON

JOB TITLE

PHONE NUMBER

E-MAIL ADDRESS

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Expenditures

Expenditure for Maintenance, Repair and Renovation from 1.50-Mills and PECO

Annually, prior to the adoption of the district school budget, each school board must prepare a tentative district facilities work program that includes a schedule of major repair and renovation projects necessary to maintain the educational and ancillary facilities of the district.

Item	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
HVAC	$320,000	$320,000	$320,000	$320,000	$320,000	$1,600,000
Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Flooring	$100,000	$100,000	$100,000	$100,000	$100,000	$500,000
Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Roofing	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					

DRAFT

Safety to Life	$86,485	$86,485	$86,485	$86,485	$86,485	$432,425
Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Fencing	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Parking	$0	$0	$0	$0	$0	$0
Locations:	No Locations for this expenditure.					
Electrical	$17,363	$17,363	$17,363	$17,363	$17,363	$86,815
Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Fire Alarm	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Telephone/Intercom System	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000

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Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY						
Closed Circuit Television		$0	$0	$0	$0	$0	$0
Locations:	No Locations for this expenditure.						
Paint		$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY						
Maintenance/Repair		$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Locations:	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY						
	Sub Total:	**$630,848**	**$630,848**	**$630,848**	**$630,848**	**$630,848**	**$3,154,240**

PECO Maintenance Expenditures	$6,431	$0	$0	$0	$0	$6,431
1.50 Mill Sub Total:	$864,848	$864,848	$864,848	$864,848	$864,848	$4,324,240

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Other Items	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
Concrete	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Drainage-Stormwater Systems	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Play Courts	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Boilers	$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
EWC	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000

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Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Restroom Partitions		$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Maintenance Overtime		$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Bleachers		$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Cafeteria/Stage Floors		$2,000	$2,000	$2,000	$2,000	$2,000	$10,000

Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Energy Management System	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Waste Water Contract	$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Locations	CLAY HILL ELEMENTARY, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, MCRAE ELEMENTARY					
Plumbing	$3,000	$3,000	$3,000	$3,000	$3,000	$15,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Repair/Renovation of HVAC (2017/2019)	$6,431	$0	$0	$0	$0	$6,431
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Relocatable Comprehensive Renovation	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000

Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Elevators	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Locations	LAKESIDE JUNIOR HIGH, MIDDLEBURG ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH					
Emergency Generators	$8,000	$8,000	$8,000	$8,000	$8,000	$40,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Doors	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Covered Walkways	$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Asphalt Services	$30,000	$30,000	$30,000	$30,000	$30,000	$150,000

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Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Tree Cutting, Trimming and Removal	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
Locations	ADMINISTRATIVE OFFICES ORANGE PARK ANNEX, ARGYLE ELEMENTARY, CHARLES E BENNETT ELEMENTARY, CLAY HIGH SCHOOL, CLAY HILL ELEMENTARY, CLAY SUPERINTENDENT'S OFFICE, COPPERGATE ELEMENTARY, DISCOVERY OAKS ELEMENTARY, DOCTORS INLET ELEMENTARY, FLEMING ISLAND ELEMENTARY, FLEMING ISLAND SENIOR HIGH, FOOD SERVICES STORAGE, GREEN COVE SPRINGS JUNIOR HIGH, GROVE PARK ELEMENTARY, HARRIS C LONG ADMINISTRATION, J L WILKINSON ELEMENTARY, JACK L WILKINSON JUNIOR HIGH, KEYSTONE HEIGHTS ELEMENTARY, KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH, KEYSTONE TRANSPORTATION, LAKE ASBURY ELEMENTARY, LAKE ASBURY JUNIOR HIGH, LAKESIDE ELEMENTARY, LAKESIDE JUNIOR HIGH, MCRAE ELEMENTARY, MIDDLEBURG ELEMENTARY, MIDDLEBURG SENIOR HIGH, MIDDLEBURG TRANSPORTATION, MONTCLAIR ELEMENTARY, OAKLEAF HIGH SCHOOL, OAKLEAF SCHOOL, OAKLEAF VILLAGE ELEMENTARY, ORANGE PARK ELEMENTARY, ORANGE PARK JUNIOR HIGH, ORANGE PARK SENIOR HIGH, PLANTATION OAKS ELEMENTARY, R C BANNERMAN LEARNING RESOURCE CENTER, RIDEOUT ELEMENTARY, RIDGEVIEW ELEMENTARY, RIDGEVIEW SENIOR HIGH, ROBERT M PATERSON ELEMENTARY, S BRYAN JENNINGS ELEMENTARY, SCHOOL BUS GARAGE, SHADOWLAWN ELEMENTARY, SUPPORT SERVICES AG LOT, SUPPORT SERVICES CENTER, SWIMMING PEN CREEK ELEMENTARY, THUNDERBOLT ELEMENTARY, TYNES ELEMENTARY, W E CHERRY ELEMENTARY					
Total:	**$871,279**	**$864,848**	**$864,848**	**$864,848**	**$864,848**	**$4,330,671**

Local 1.50 Mill Expenditure For Maintenance, Repair and Renovation

Anticipated expenditures expected from local funding sources over the years covered by the current work plan.

Item	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
Remaining Maint and Repair from 1.5 Mills	$864,848	$864,848	$864,848	$864,848	$864,848	$4,324,240
Maintenance/Repair Salaries	$2,500,000	$2,600,000	$2,600,000	$2,600,000	$2,600,000	$12,900,000
School Bus Purchases	$1,615,559	$1,615,559	$1,615,559	$1,615,559	$1,615,559	$8,077,795
Other Vehicle Purchases	$0	$0	$0	$0	$0	$0
Capital Outlay Equipment	$300,000	$300,000	$300,000	$300,000	$300,000	$1,500,000
Rent/Lease Payments	$0	$0	$0	$0	$0	$0
COP Debt Service	$5,192,449	$5,186,644	$5,197,652	$5,197,651	$5,197,651	$25,972,047
Rent/Lease Relocatables	$0	$0	$0	$0	$0	$0
Environmental Problems	$0	$0	$0	$0	$0	$0
s.1011.14 Debt Service	$0	$0	$0	$0	$0	$0
Special Facilities Construction Account	$140,000	$140,000	$140,000	$140,000	$140,000	$700,000
Premiums for Property Casualty Insurance - 1011.71 (4a,b)	$1,238,455	$1,367,300	$1,491,030	$1,540,133	$1,694,146	$7,331,064
Qualified School Construction Bonds (QSCB)	$0	$0	$0	$0	$0	$0
Qualified Zone Academy Bonds (QZAB)	$0	$0	$0	$0	$0	$0
Bus GPS	$28,487	$0	$0	$0	$0	$28,487

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District Wide Technology	$934,967	$0	$0	$0	$0	$934,967
Local Expenditure Totals:	**$12,814,765**	**$12,074,351**	**$12,209,089**	**$12,258,191**	**$12,412,204**	**$61,768,600**

Revenue

1.50 Mill Revenue Source

Schedule of Estimated Capital Outlay Revenue from each currently approved source which is estimated to be available for expenditures on the projects included in the tentative district facilities work program. All amounts are NET after considering carryover balances, interest earned, new COP's, 1011.14 and 1011.15 loans, etc. Districts cannot use 1.5-Mill funds for salaries except for those explicitly associated with maintenance/repair projects. (1011.71 (5), F.S.)

Item	Fund	2020 - 2021 Actual Value	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
(1) Non-exempt property assessed valuation		$13,803,584,767	$14,385,078,379	$15,054,934,604	$15,784,209,931	$16,598,171,090	$75,625,978,771
(2) The Millage projected for discretionary capital outlay per s.1011.71		1.50	1.50	1.50	1.50	1.50	
(3) Full value of the 1.50-Mill discretionary capital outlay per s.1011.71		$23,190,022	$24,166,932	$25,292,290	$26,517,473	$27,884,927	$127,051,644
(4) Value of the portion of the 1.50 -Mill ACTUALLY levied	370	$19,877,162	$20,714,513	$21,679,106	$22,729,262	$23,901,366	$108,901,409
(5) Difference of lines (3) and (4)		$3,312,860	$3,452,419	$3,613,184	$3,788,211	$3,983,561	$18,150,235

PECO Revenue Source

The figure in the row designated "PECO Maintenance" will be subtracted from funds available for new construction because PECO maintenance dollars cannot be used for new construction.

Item	Fund	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
PECO New Construction	340	$0	$0	$0	$0	$0	$0
PECO Maintenance Expenditures		$6,431	$0	$0	$0	$0	$6,431
		$6,431	**$0**	**$0**	**$0**	**$0**	**$6,431**

CO & DS Revenue Source

Revenue from Capital Outlay and Debt Service funds.

Item	Fund	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
CO & DS Cash Flow-through Distributed	360	$1,460,602	$1,460,602	$1,460,602	$1,460,602	$1,460,602	$7,303,010
CO & DS Interest on Undistributed CO	360	$43,833	$43,833	$43,833	$43,833	$43,833	$219,165
		$1,504,435	**$1,504,435**	**$1,504,435**	**$1,504,435**	**$1,504,435**	**$7,522,175**

Fair Share Revenue Source

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All legally binding commitments for proportionate fair-share mitigation for impacts on public school facilities must be included in the 5-year district work program.

Item	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
Integra Apartments Prop Share agreement, banking	$0	$69,312	$0	$0	$0	$69,312
Creek View Trails Prop Share agreement, banking	$0	$0	$0	$2,146,593	$2,146,593	$4,293,186
Avonlea Hills Prop Share agreement, banking	$0	$0	$0	$46,750	$46,750	$93,500
Reinhold North Prop Share agreement, banking	$0	$0	$0	$438,894	$438,894	$877,788
	$0	**$69,312**	**$0**	**$2,632,237**	**$2,632,237**	**$5,333,786**

Sales Surtax Referendum

Specific information about any referendum for a 1-cent or ½-cent surtax referendum during the previous year.

Did the school district hold a surtax referendum during the past fiscal year 2019 - 2020? No

Additional Revenue Source

Any additional revenue sources

Item	2020 - 2021 Actual Value	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
Proceeds from a s.1011.14/15 F.S. Loans	$0	$0	$0	$0	$0	$0
District Bonds - Voted local bond referendum proceeds per s.9, Art VII State Constitution	$0	$0	$0	$0	$0	$0
Proceeds from Special Act Bonds	$0	$0	$0	$0	$0	$0
Estimated Revenue from CO & DS Bond Sale	$0	$0	$0	$0	$0	$0
Proceeds from Voted Capital Improvements millage	$5,000,000	$5,080,000	$5,080,000	$0	$0	$15,160,000
Other Revenue for Other Capital Projects	$46,500	$46,500	$46,500	$46,500	$46,500	$232,500
Proceeds from 1/2 cent sales surtax authorized by school board	$0	$0	$0	$0	$0	$0
Proceeds from local governmental infrastructure sales surtax	$750,000	$0	$0	$0	$0	$750,000
Proceeds from Certificates of Participation (COP's) Sale	$0	$0	$0	$0	$0	$0
Classrooms First Bond proceeds amount authorized in FY 1997-98	$0	$0	$0	$0	$0	$0
Classrooms for Kids	$0	$0	$0	$0	$0	$0
District Equity Recognition	$0	$0	$0	$0	$0	$0
Federal Grants	$0	$0	$0	$0	$0	$0
Proportionate share mitigation (actual cash revenue only, not in kind donations)	$0	$0	$0	$0	$0	$0
Impact fees received	$7,500,000	$7,500,000	$7,500,000	$7,500,000	$7,500,000	$37,500,000

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Private donations	$0	$0	$0	$0	$0	$0
Grants from local governments or not-for-profit organizations	$0	$0	$0	$0	$0	$0
Interest, Including Profit On Investment	$0	$0	$0	$0	$0	$0
Revenue from Bonds pledging proceeds from 1 cent or 1/2 cent Sales Surtax	$0	$0	$0	$0	$0	$0
Total Fund Balance Carried Forward	$18,273,249	$12,853,432	$13,948,817	$2,266,450	$0	$47,341,948
General Capital Outlay Obligated Fund Balance Carried Forward From Total Fund Balance Carried Forward	$0	$0	$0	$0	$0	$0
Special Facilities Construction Account	$0	$0	$0	$0	$0	$0
One Cent - 1/2 Cent Sales Surtax Debt Service From Total Fund Balance Carried Forward	$0	$0	$0	$0	$0	$0
Capital Outlay Projects Funds Balance Carried Forward From Total Fund Balance Carried Forward	$0	$0	$0	$0	$0	$0
Other Revenue	$0	$0	$13,500,000	$22,000,000	$0	$35,500,000
Subtotal	**$31,569,749**	**$25,479,932**	**$40,075,317**	**$31,812,950**	**$7,546,500**	**$136,484,448**

Total Revenue Summary

Item Name	2020 - 2021 Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Five Year Total
Local 1.5 Mill Discretionary Capital Outlay Revenue	$19,877,162	$20,714,513	$21,679,106	$22,729,262	$23,901,366	$108,901,409
PECO and 1.5 Mill Maint and Other 1.5 Mill Expenditures	($12,814,765)	($12,074,351)	($12,209,089)	($12,258,191)	($12,412,204)	($61,768,600)
PECO Maintenance Revenue	$6,431	$0	$0	$0	$0	$6,431
Available 1.50 Mill for New Construction	**$7,062,397**	**$8,640,162**	**$9,470,017**	**$10,471,071**	**$11,489,162**	**$47,132,809**

Item Name	2020 - 2021 Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Five Year Total
CO & DS Revenue	$1,504,435	$1,504,435	$1,504,435	$1,504,435	$1,504,435	$7,522,175
PECO New Construction Revenue	$0	$0	$0	$0	$0	$0
Other/Additional Revenue	$31,569,749	$25,549,244	$40,075,317	$34,445,187	$10,178,737	$141,818,234
Total Additional Revenue	**$33,074,184**	**$27,053,679**	**$41,579,752**	**$35,949,622**	**$11,683,172**	**$149,340,409**
Total Available Revenue	**$40,136,581**	**$35,693,841**	**$51,049,769**	**$46,420,693**	**$23,172,334**	**$196,473,218**

Project Schedules

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Capacity Project Schedules

A schedule of capital outlay projects necessary to ensure the availability of satisfactory classrooms for the projected student enrollment in K-12 programs.

Project Description	Location		2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	Total	Funded
New Classroom Addition	TYNES ELEMENTARY	Planned Cost:	$3,000,000	$0	$0	$0	$0	$3,000,000	Yes
		Student Stations:	176	0	0	0	0	176	
		Total Classrooms:	8	0	0	0	0	8	
		Gross Sq Ft:	12,000	0	0	0	0	12,000	
New Classroom Addition	LAKE ASBURY ELEMENTARY	Planned Cost:	$500,000	$2,500,000	$0	$0	$0	$3,000,000	Yes
		Student Stations:	0	176	0	0	0	176	
		Total Classrooms:	0	8	0	0	0	8	
		Gross Sq Ft:	0	12,000	0	0	0	12,000	
Elementary "R" New Elementary School "R"	CLAY SUPERINTENDENT'S OFFICE	Planned Cost:	$2,000,000	$1,500,000	$29,000,000	$2,000,000	$0	$34,500,000	Yes
		Student Stations:	0	0	862	0	0	862	
		Total Classrooms:	0	0	45	0	0	45	
		Gross Sq Ft:	0	0	110,000	0	0	110,000	
NEW CLASSROOM ADDITION	OAKLEAF HIGH SCHOOL	Planned Cost:	$0	$0	$0	$0	$5,000,000	$5,000,000	Yes
		Student Stations:	0	0	0	0	0	0	
		Total Classrooms:	0	0	0	0	0	0	
		Gross Sq Ft:	0	0	0	0	12,000	12,000	
New School "A"	CLAY SUPERINTENDENT'S OFFICE	Planned Cost:	$0	$0	$3,500,000	$31,000,000	$2,000,000	$36,500,000	Yes
		Student Stations:	0	0	0	862	0	862	
		Total Classrooms:	0	0	0	45	0	45	
		Gross Sq Ft:	0	0	0	110,000	0	110,000	

Planned Cost:	**$5,500,000**	**$4,000,000**	**$32,500,000**	**$33,000,000**	**$7,000,000**	**$82,000,000**
Student Stations:	**176**	**176**	**862**	**862**	**0**	**2,076**
Total Classrooms:	**8**	**8**	**45**	**45**	**0**	**106**
Gross Sq Ft:	**12,000**	**12,000**	**110,000**	**110,000**	**12,000**	**256,000**

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Other Project Schedules

Major renovations, remodeling, and additions of capital outlay projects that do not add capacity to schools.

Project Description	Location	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total	Funded
Cafeteria Renovation	LAKESIDE JUNIOR HIGH	$0	$200,000	$0	$0	$0	$200,000	Yes
Security Cameras	JACK L WILKINSON JUNIOR HIGH	$50,000	$200,000	$0	$0	$0	$250,000	Yes
Security - Control Access (Storefront)	KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	$50,000	$0	$0	$0	$0	$50,000	Yes
Security Cameras	LAKESIDE ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
New Front Office Spaces	MIDDLEBURG SENIOR HIGH	$0	$0	$200,000	$0	$0	$200,000	Yes
Replace HVAC Controls	THUNDERBOLT ELEMENTARY	$10,000	$0	$0	$0	$0	$10,000	Yes
Cafeteria/Kitchen Renovation	MONTCLAIR ELEMENTARY	$0	$0	$800,000	$2,000,000	$0	$2,800,000	Yes
HVAC Repair/Replacement (Buildings 1, 2 & 3)	MCRAE ELEMENTARY	$0	$300,000	$0	$0	$0	$300,000	Yes
Security Cameras	R C BANNERMAN LEARNING RESOURCE CENTER	$30,000	$0	$0	$0	$0	$30,000	Yes
New Kitchen Addition	R C BANNERMAN LEARNING RESOURCE CENTER	$0	$0	$212,500	$2,500,000	$0	$2,712,500	Yes
Erosion Control/Stormwater Repair	FLEMING ISLAND SENIOR HIGH	$30,000	$0	$0	$0	$0	$30,000	Yes
Covered Walkway Replacement	JACK L WILKINSON JUNIOR HIGH	$200,000	$0	$0	$0	$0	$200,000	Yes
Restroom Renovations	LAKESIDE JUNIOR HIGH	$0	$0	$600,000	$0	$0	$600,000	Yes
Window Replacement (Buildings 1, 2, 3, & 4)	LAKESIDE JUNIOR HIGH	$0	$250,000	$0	$0	$0	$250,000	Yes
Asphalt and Sidewalk Improvements	ORANGE PARK JUNIOR HIGH	$60,000	$0	$0	$0	$0	$60,000	Yes
HVAC Repair/Replacement (Building 1)	ORANGE PARK JUNIOR HIGH	$130,000	$0	$0	$0	$0	$130,000	Yes
Security Control Access	ARGYLE ELEMENTARY	$60,000	$0	$0	$0	$0	$60,000	Yes
Security Cameras	ARGYLE ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Cafeteria Expansion	CHARLES E BENNETT ELEMENTARY	$0	$300,000	$2,500,000	$0	$0	$2,800,000	Yes
Refoof Buildings 4 & 5	CHARLES E BENNETT ELEMENTARY	$0	$200,000	$0	$0	$0	$200,000	Yes
Security Control Access	CHARLES E BENNETT ELEMENTARY	$50,000	$0	$0	$0	$0	$50,000	Yes
Security Cameras	CHARLES E BENNETT ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Covered Play Area	CHARLES E BENNETT ELEMENTARY	$120,000	$0	$0	$0	$0	$120,000	Yes
Security Control Access	COPPERGATE ELEMENTARY	$30,000	$0	$0	$0	$0	$30,000	Yes
Security Cameras	COPPERGATE ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes

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Security Cameras	CLAY HILL ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Control Access	CLAY HILL ELEMENTARY	$50,000	$0	$0	$0	$0	$50,000	Yes
Cafeteria Expansion	DOCTORS INLET ELEMENTARY	$200,000	$0	$0	$0	$0	$200,000	Yes
Security Cameras	DOCTORS INLET ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Control Access	DOCTORS INLET ELEMENTARY	$50,000	$0	$0	$0	$0	$50,000	Yes
Security Lighting Repair/Replacement	DOCTORS INLET ELEMENTARY	$100,000	$0	$0	$0	$0	$100,000	Yes
HVAC Repair/Replacement (B8)	DOCTORS INLET ELEMENTARY	$150,000	$0	$0	$0	$0	$150,000	Yes
Security Control Access	DISCOVERY OAKS ELEMENTARY	$20,000	$0	$0	$0	$0	$20,000	Yes
Security Cameras	DISCOVERY OAKS ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
HVAC Repair/Replacement (Buildings 1, 2, & 3)	FLEMING ISLAND ELEMENTARY	$0	$0	$300,000	$0	$0	$300,000	Yes
Security Cameras	FLEMING ISLAND ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Control Access	FLEMING ISLAND ELEMENTARY	$20,000	$0	$0	$0	$0	$20,000	Yes
Flooring Repair/Replacement (Cafeteria)	GROVE PARK ELEMENTARY	$100,000	$0	$0	$0	$0	$100,000	Yes
HVAC Repair/Replacement (Building 2)	GROVE PARK ELEMENTARY	$10,000	$0	$0	$0	$0	$10,000	Yes
HVAC Repair/Replacement (Buildings 6 & 7)	GROVE PARK ELEMENTARY	$300,000	$0	$0	$0	$0	$300,000	Yes
Security Cameras	ROBERT M PATERSON ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Covered Play Area	GROVE PARK ELEMENTARY	$120,000	$0	$0	$0	$0	$120,000	Yes
Security Cameras	GROVE PARK ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Control Access	GROVE PARK ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Control Access	MIDDLEBURG ELEMENTARY	$75,000	$0	$0	$0	$0	$75,000	Yes
New Parent Pickup	MONTCLAIR ELEMENTARY	$0	$0	$500,000	$0	$0	$500,000	Yes
Covered Walkway Replacement	MONTCLAIR ELEMENTARY	$0	$100,000	$0	$0	$0	$100,000	Yes
Security Cameras	PLANTATION OAKS ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
HVAC Replacement (Buildings 3, 4, 5, & 6)	ROBERT M PATERSON ELEMENTARY	$0	$150,000	$150,000	$0	$0	$300,000	Yes
Roof Repair/Replacement (Buildings 1, 2, & 3)	S BRYAN JENNINGS ELEMENTARY	$300,000	$0	$0	$0	$0	$300,000	Yes
Security Control Access	SHADOWLAWN ELEMENTARY	$10,000	$0	$0	$0	$0	$10,000	Yes
Covered Play Area	SHADOWLAWN ELEMENTARY	$0	$0	$130,000	$0	$0	$130,000	Yes
Security Cameras	SWIMMING PEN CREEK ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Cameras	THUNDERBOLT ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes

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Security Cameras	TYNES ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Cameras	W E CHERRY ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Replace Hot Water Boilers (2)	W E CHERRY ELEMENTARY	$0	$0	$70,000	$0	$0	$70,000	Yes
Fire Alarm Replacement	J L WILKINSON ELEMENTARY	$15,000	$0	$0	$0	$0	$15,000	Yes
Security Cameras	J L WILKINSON ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Control Access	J L WILKINSON ELEMENTARY	$25,000	$0	$0	$0	$0	$25,000	Yes
Covered Play Area	J L WILKINSON ELEMENTARY	$0	$130,000	$0	$0	$0	$130,000	Yes
ANNCILLARY District Office Renovation/Remodeling	Location not specified	$2,000,000	$1,500,000	$0	$0	$0	$3,500,000	Yes
ANCILLARY District Office Master Plan (Professional Services)	Location not specified	$200,000	$0	$0	$0	$0	$200,000	Yes
ANCILLARY Asphalt and Sidewalk Improvements	Location not specified	$1,000,000	$0	$0	$0	$0	$1,000,000	Yes
ANCILLARY Security Control Access (All Ancillary Facilities)	Location not specified	$100,000	$0	$0	$0	$0	$100,000	Yes
ANCILLARY Security Cameras	Location not specified	$100,000	$0	$0	$0	$0	$100,000	Yes
ANCILLARY Security Operations Center (SOC Middleburg)	Location not specified	$0	$0	$0	$0	$692,000	$692,000	Yes
ANCILLARY Window Replacement at H.C. Long	Location not specified	$0	$75,000	$0	$0	$0	$75,000	Yes
ANCILLARY Roof Repair/Replacement (Building 1 - Operations)	Location not specified	$110,000	$0	$0	$0	$0	$110,000	Yes
ANCILLARY Fuel System Repair/Replacement at Middleburg Transportation	Location not specified	$600,000	$0	$0	$0	$0	$600,000	Yes
ANCILLARY Transportation Radio System (Additional Channel)	Location not specified	$120,000	$0	$0	$0	$0	$120,000	Yes
ANCILLARY Land Acquisition/Fire Station Property	Location not specified	$150,000	$0	$0	$0	$0	$150,000	Yes
COUNTY-WIDE Asphalt and Sidewalk Improvements	Location not specified	$250,000	$25,000	$25,000	$25,000	$25,000	$350,000	Yes
COUNTY-WIDE Bleacher Replacement	Location not specified	$160,000	$160,000	$160,000	$160,000	$160,000	$800,000	Yes
COUNTY-WIDE Covered Walkways	Location not specified	$100,000	$25,000	$25,000	$25,000	$25,000	$200,000	Yes
COUNTY-WIDE Energy Conservation Upgrades	Location not specified	$25,000	$25,000	$25,000	$25,000	$25,000	$125,000	Yes
COUNTY-WIDE Erosion Control/Storm Water Repair	Location not specified	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000	Yes
COUNTY-WIDE Equipment County-Wide	Location not specified	$140,000	$100,000	$100,000	$100,000	$100,000	$540,000	Yes

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COUNTY-WIDE Flooring Repair/Replacement	Location not specified	$400,000	$50,000	$50,000	$50,000	$50,000	$600,000	Yes
COUNTY-WIDE HVAC Repair/Replacement	Location not specified	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000	Yes
COUNTY-WIDE Replace HVAC Controls	Location not specified	$400,000	$0	$0	$0	$0	$400,000	Yes
COUNTY-WIDE Interactive Technology for Classrooms	Location not specified	$75,000	$75,000	$75,000	$75,000	$75,000	$375,000	Yes
COUNTY-WIDE Locker Repair/Replacement	Location not specified	$250,000	$20,000	$20,000	$20,000	$20,000	$330,000	Yes
COUNTY-WIDE Lockdown Devices	Location not specified	$50,000	$0	$0	$0	$0	$50,000	Yes
COUNTY-WIDE Lock Upgrades	Location not specified	$130,000	$0	$0	$0	$0	$130,000	Yes
COUNTY-WIDE Outdoor PE/Playground Area Repairs	Location not specified	$250,000	$0	$0	$0	$0	$250,000	Yes
COUNTY-WIDE Plumbing/Irrigation Repair/Replacement	Location not specified	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000	Yes
COUNTY-WIDE Relocatable Disposal	Location not specified	$25,000	$0	$0	$0	$0	$25,000	Yes
COUNTY-WIDE Reroof Relocatables	Location not specified	$200,000	$120,000	$120,000	$120,000	$120,000	$680,000	Yes
COUNTY-WIDE Restroom Renovations	Location not specified	$450,000	$250,000	$250,000	$250,000	$250,000	$1,450,000	Yes
COUNTY-WIDE Road Improvements (Gas Tax)	Location not specified	$292,477	$46,500	$46,500	$46,500	$46,500	$478,477	Yes
COUNTY-WIDE Roof Repair/Replacement County-Wide	Location not specified	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000	Yes
Parking Lot Lighting Replacement	RIDGEVIEW ELEMENTARY	$60,000	$0	$0	$0	$0	$60,000	Yes
Repair/Replace HVAC (Chillers 1, 2, 3 & 4 (2 per year))	FLEMING ISLAND SENIOR HIGH	$350,000	$350,000	$0	$0	$0	$700,000	Yes
Athletic Field Lighting (Baseball & Softball)	ORANGE PARK SENIOR HIGH	$10,000	$0	$0	$0	$0	$10,000	Yes
Security - Control Access (Storefront)	FLEMING ISLAND SENIOR HIGH	$25,000	$0	$0	$0	$0	$25,000	Yes
Restroom Renovations (Admin & Cafeteria)	LAKESIDE ELEMENTARY	$0	$0	$200,000	$0	$0	$200,000	Yes
Security Control Assess	S BRYAN JENNINGS ELEMENTARY	$30,000	$0	$0	$0	$0	$30,000	Yes
Security Cameras	FLEMING ISLAND SENIOR HIGH	$0	$0	$0	$0	$150,000	$150,000	Yes
Security Control Access	CLAY HIGH SCHOOL	$100,000	$0	$0	$0	$0	$100,000	Yes
Cafeteria Expansion	KEYSTONE HEIGHTS ELEMENTARY	$0	$300,000	$2,500,000	$0	$0	$2,800,000	Yes
Erosion Control/Stormwater Repair (Buildings 1, 3, & 4)	KEYSTONE HEIGHTS ELEMENTARY	$50,000	$0	$0	$0	$0	$50,000	Yes
Security Cameras	KEYSTONE HEIGHTS ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Covered Walkway Replacement	KEYSTONE HEIGHTS ELEMENTARY	$100,000	$100,000	$0	$0	$0	$200,000	Yes
Erosion Control/Stormwater Repair	KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	$30,000	$0	$0	$0	$0	$30,000	Yes
Resurface Front Parking Lot	KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	$0	$0	$50,000	$0	$0	$50,000	Yes

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Tennis Courts	KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	$0	$0	$250,000	$0	$0	$250,000	Yes
Security Cameras	LAKE ASBURY ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security - Control Access	LAKESIDE ELEMENTARY	$10,000	$0	$0	$0	$0	$10,000	Yes
Safety Site Lighting	LAKESIDE ELEMENTARY	$0	$0	$100,000	$0	$0	$100,000	Yes
Parking Lot Renovation	LAKESIDE JUNIOR HIGH	$10,000	$0	$0	$0	$0	$10,000	Yes
Security - Control Access	LAKESIDE JUNIOR HIGH	$200,000	$0	$0	$0	$0	$200,000	Yes
Demolition of Wastewater Tank & Wastewater Treatment Building	MIDDLEBURG ELEMENTARY	$50,000	$0	$0	$0	$0	$50,000	Yes
HVAC Replacement (Building 5)	MONTCLAIR ELEMENTARY	$0	$150,000	$0	$0	$0	$150,000	Yes
Site Improvements (Clay Track)	MONTCLAIR ELEMENTARY	$0	$80,000	$0	$0	$0	$80,000	Yes
Cafeteria Expansion	MIDDLEBURG SENIOR HIGH	$200,000	$1,800,000	$0	$0	$0	$2,000,000	Yes
Track Improvements	MIDDLEBURG SENIOR HIGH	$350,000	$250,000	$0	$0	$0	$600,000	Yes
Security - Control Access	MCRAE ELEMENTARY	$5,000	$0	$0	$0	$0	$5,000	Yes
Security Cameras	MCRAE ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Campus Lighting Upgrades	OAKLEAF HIGH SCHOOL	$0	$0	$0	$150,000	$0	$150,000	Yes
Tennis Court Repairs	OAKLEAF SCHOOL	$0	$0	$250,000	$0	$0	$250,000	Yes
Security Lighting Repair/Replacement	OAKLEAF SCHOOL	$100,000	$0	$0	$0	$0	$100,000	Yes
Gym Floor Resurfacing	ORANGE PARK SENIOR HIGH	$0	$100,000	$0	$0	$0	$100,000	Yes
Tennis Court Repairs	ORANGE PARK SENIOR HIGH	$0	$600,000	$0	$0	$0	$600,000	Yes
Security Cameras	OAKLEAF VILLAGE ELEMENTARY	$10,000	$0	$0	$0	$0	$10,000	Yes
COUNTY-WIDE Safety & Security (Control Access)	Location not specified	$421,366	$250,000	$250,000	$250,000	$250,000	$1,421,366	Yes
COUNTY-WIDE Safety & Security Projects (Miscellaneous)	Location not specified	$100,000	$25,000	$25,000	$25,000	$25,000	$200,000	Yes
COUNTY-WIDE Safety & Security - Clay County Police Department School Safes (41) - MIL $	Location not specified	$100,000	$0	$0	$0	$0	$100,000	Yes
COUNTY-WIDE Security Cameras	Location not specified	$373,121	$5,000	$5,000	$5,000	$5,000	$393,121	Yes
COUNTY-WIDE Security Fencing	Location not specified	$689,000	$25,000	$10,000	$10,000	$10,000	$744,000	Yes
COUNTY-WIDE Site Improvements	Location not specified	$250,000	$50,000	$50,000	$50,000	$50,000	$450,000	Yes
COUNTY-WIDE Contingency	Location not specified	$581,604	$0	$0	$0	$0	$581,604	Yes
Grant - Charters	Location not specified	$40,872	$0	$0	$0	$0	$40,872	Yes
Security Cameras	KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	$0	$0	$0	$0	$150,000	$150,000	Yes

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Athletic Field Lighting (Softball)	MIDDLEBURG SENIOR HIGH	$200,000	$0	$0	$0	$0	$200,000	Yes
Repair/Replacement HVAC (13 RTUs)	MIDDLEBURG SENIOR HIGH	$0	$0	$750,000	$500,000	$0	$1,250,000	Yes
Roof Replacement	MIDDLEBURG SENIOR HIGH	$0	$0	$1,000,000	$1,000,000	$0	$2,000,000	Yes
Hot Water Tank Replacement (2) 600 gallon	MIDDLEBURG SENIOR HIGH	$0	$0	$50,000	$0	$0	$50,000	Yes
Storefront	MIDDLEBURG SENIOR HIGH	$15,000	$0	$0	$0	$0	$15,000	Yes
Restroom Renovations	MIDDLEBURG SENIOR HIGH	$200,000	$0	$0	$0	$0	$200,000	Yes
Flooring Replacement (Classrooms)	MIDDLEBURG SENIOR HIGH	$0	$0	$0	$200,000	$200,000	$400,000	Yes
Restroom Renovation	ORANGE PARK SENIOR HIGH	$0	$0	$500,000	$0	$0	$500,000	Yes
Ceiling Insulation Repair/Renovation (Building 12 Shop)	ORANGE PARK SENIOR HIGH	$50,000	$0	$0	$0	$0	$50,000	Yes
Bleacher Replacement	RIDGEVIEW SENIOR HIGH	$225,000	$0	$0	$0	$0	$225,000	Yes
Parking Lot Renovations (Softball & Baseball Fields)	RIDGEVIEW SENIOR HIGH	$0	$0	$0	$150,000	$0	$150,000	Yes
Security Cameras	GREEN COVE SPRINGS JUNIOR HIGH	$250,000	$0	$0	$0	$0	$250,000	Yes
Window Replacement (Buildings 1, 2, & 3)	GREEN COVE SPRINGS JUNIOR HIGH	$0	$750,000	$0	$0	$0	$750,000	Yes
Door Renovation (Building 3)	GREEN COVE SPRINGS JUNIOR HIGH	$50,000	$0	$0	$0	$0	$50,000	Yes
Security Control Access	GREEN COVE SPRINGS JUNIOR HIGH	$30,000	$0	$0	$0	$0	$30,000	Yes
Security Lighting Repair/Replacement	GREEN COVE SPRINGS JUNIOR HIGH	$100,000	$0	$0	$0	$0	$100,000	Yes
Security Cameras	MONTCLAIR ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
COUNTY-WIDE Land Acquisition	Location not specified	$235,000	$0	$0	$0	$0	$235,000	Yes
Demolish Building 3	MIDDLEBURG ELEMENTARY	$0	$50,000	$50,000	$0	$0	$100,000	Yes
Security Cameras	MIDDLEBURG ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Cameras	ORANGE PARK JUNIOR HIGH	$50,000	$200,000	$0	$0	$0	$250,000	Yes
COUNTY-WIDE Covered Play Areas	Location not specified	$260,000	$130,000	$130,000	$130,000	$130,000	$780,000	Yes
Parking Lot Renovations	LAKE ASBURY ELEMENTARY	$200,000	$2,000,000	$0	$0	$0	$2,200,000	Yes
HVAC Repair/Replacement (cafeteria)	CHARLES E BENNETT ELEMENTARY	$20,000	$0	$0	$0	$0	$20,000	Yes
HVAC Repair/Replacement (cafeteria)	W E CHERRY ELEMENTARY	$150,000	$0	$0	$0	$0	$150,000	Yes
Second Floor Walkway Renovation (Weatherproofing)	MIDDLEBURG ELEMENTARY	$0	$25,000	$250,000	$0	$0	$275,000	Yes
Renovate/Remodeling (Weightroom/Drama Room (Building 27))	ORANGE PARK SENIOR HIGH	$0	$350,000	$0	$0	$0	$350,000	Yes
Erosion Control - Stormwater Repair	CLAY HIGH SCHOOL	$5,000	$0	$0	$0	$0	$5,000	Yes

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Cafeteria/Kitchen Renovation	S BRYAN JENNINGS ELEMENTARY	$0	$80,000	$1,200,000	$0	$0	$1,280,000	Yes
Cafeteria/Kitchen Renovation	W E CHERRY ELEMENTARY	$0	$0	$0	$500,000	$0	$500,000	Yes
Restroom Renovations (Building 3)	CLAY HIGH SCHOOL	$300,000	$0	$0	$0	$0	$300,000	Yes
Security Cameras	CLAY HIGH SCHOOL	$0	$0	$0	$0	$150,000	$150,000	Yes
Security Lighting Repair/Replacement	CLAY HIGH SCHOOL	$10,000	$0	$0	$0	$0	$10,000	Yes
Renovation (Buildings 3 & 5)	KEYSTONE HEIGHTS ELEMENTARY	$0	$50,000	$0	$0	$0	$50,000	Yes
Security Control Access	LAKE ASBURY ELEMENTARY	$25,000	$0	$0	$0	$0	$25,000	Yes
Security Cameras	LAKE ASBURY JUNIOR HIGH	$250,000	$0	$0	$0	$0	$250,000	Yes
Security Cameras	LAKESIDE JUNIOR HIGH	$50,000	$200,000	$0	$0	$0	$250,000	Yes
Security Cameras	MIDDLEBURG SENIOR HIGH	$0	$0	$0	$300,000	$0	$300,000	Yes
Security Cameras	OAKLEAF HIGH SCHOOL	$0	$0	$0	$0	$300,000	$300,000	Yes
Security Cameras	OAKLEAF SCHOOL	$50,000	$200,000	$0	$0	$0	$250,000	Yes
HVAC Repair/Replacement (Building 4- Gymnasium)	ORANGE PARK SENIOR HIGH	$100,000	$0	$0	$0	$0	$100,000	Yes
Security Cameras	ORANGE PARK SENIOR HIGH	$0	$0	$0	$0	$300,000	$300,000	Yes
Security Control Access	ORANGE PARK JUNIOR HIGH	$200,000	$0	$0	$0	$0	$200,000	Yes
Security Cameras	ORANGE PARK ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
HVAC Repair/Replacement (Buildings 7, 8, 9 & 10)	RIDGEVIEW SENIOR HIGH	$20,000	$0	$0	$0	$0	$20,000	Yes
Security Cameras	RIDGEVIEW SENIOR HIGH	$0	$0	$0	$0	$300,000	$300,000	Yes
Security Control Access	RIDEOUT ELEMENTARY	$30,000	$0	$0	$0	$0	$30,000	Yes
Security Cameras	SHADOWLAWN ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Control Access	SWIMMING PEN CREEK ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
ReRoof (Buildings 3 & 4)	W E CHERRY ELEMENTARY	$0	$300,000	$0	$0	$0	$300,000	Yes
Security Control Access	ROBERT M PATERSON ELEMENTARY	$20,000	$0	$0	$0	$0	$20,000	Yes
Asphalt Improvements (PE Basketball Court)	RIDGEVIEW SENIOR HIGH	$0	$60,000	$0	$0	$0	$60,000	Yes
Security Cameras	RIDEOUT ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Cameras	RIDGEVIEW ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Cameras	S BRYAN JENNINGS ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Control Access	R C BANNERMAN LEARNING RESOURCE CENTER	$75,000	$0	$0	$0	$0	$75,000	Yes
Gym Remodeling - Locker Rooms	CLAY HIGH SCHOOL	$1,500,000	$250,000	$0	$0	$0	$1,750,000	Yes
Track Improvements	CLAY HIGH SCHOOL	$0	$350,000	$250,000	$0	$0	$600,000	Yes

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Campus Lighting Upgrades	FLEMING ISLAND SENIOR HIGH	$150,000	$0	$0	$0	$0	$150,000	Yes
Track Improvements	KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	$0	$350,000	$250,000	$0	$0	$600,000	Yes
Security Control Access	LAKE ASBURY JUNIOR HIGH	$20,000	$0	$0	$0	$0	$20,000	Yes
Locker Room Renovation (Restroom)	LAKESIDE JUNIOR HIGH	$300,000	$0	$0	$0	$0	$300,000	Yes
Security Control Access	MONTCLAIR ELEMENTARY	$50,000	$0	$0	$0	$0	$50,000	Yes
Parking Lot Renovations (Bus Loop)	MIDDLEBURG SENIOR HIGH	$0	$0	$200,000	$2,000,000	$0	$2,200,000	Yes
Security Control Access	MIDDLEBURG SENIOR HIGH	$0	$0	$10,000	$0	$0	$10,000	Yes
Security - Control Access	OAKLEAF SCHOOL	$35,000	$0	$0	$0	$0	$35,000	Yes
Security Control Access	ORANGE PARK SENIOR HIGH	$50,000	$150,000	$0	$0	$0	$200,000	Yes
Stadium Replacement	ORANGE PARK SENIOR HIGH	$50,000	$2,000,000	$0	$0	$0	$2,050,000	Yes
Security Control Access	OAKLEAF VILLAGE ELEMENTARY	$30,000	$0	$0	$0	$0	$30,000	Yes
Security Control Access	PLANTATION OAKS ELEMENTARY	$50,000	$0	$0	$0	$0	$50,000	Yes
Demolition of Wastewater Tank & Wastewater Treatment Building	RIDGEVIEW SENIOR HIGH	$0	$60,000	$0	$0	$0	$60,000	Yes
Restroom Renovations (Portable Area)	RIDGEVIEW SENIOR HIGH	$0	$200,000	$0	$0	$0	$200,000	Yes
Tennis Court Repairs	RIDGEVIEW SENIOR HIGH	$0	$0	$0	$400,000	$0	$400,000	Yes
Security Control Access	RIDGEVIEW SENIOR HIGH	$15,000	$0	$0	$0	$0	$15,000	Yes
HVAC Repair/Replacement (Building 7)	RIDGEVIEW ELEMENTARY	$0	$145,000	$0	$0	$0	$145,000	Yes
Security Control Access	RIDGEVIEW ELEMENTARY	$20,000	$0	$0	$0	$0	$20,000	Yes
Security Control Access	THUNDERBOLT ELEMENTARY	$40,000	$0	$0	$0	$0	$40,000	Yes
Security Control Access	TYNES ELEMENTARY	$75,000	$0	$0	$0	$0	$75,000	Yes
Security Control Access	W E CHERRY ELEMENTARY	$50,000	$0	$0	$0	$0	$50,000	Yes
Restroom Renovations	JACK L WILKINSON JUNIOR HIGH	$0	$400,000	$0	$0	$0	$400,000	Yes
Security Control Access	JACK L WILKINSON JUNIOR HIGH	$20,000	$0	$0	$0	$0	$20,000	Yes
Automotive/Carpentry Exterior Remodel	CLAY HIGH SCHOOL	$0	$100,000	$0	$0	$0	$100,000	Yes
Track Improvements	FLEMING ISLAND SENIOR HIGH	$0	$0	$0	$350,000	$250,000	$600,000	Yes
Cafeteria Ceiling/Lighting Renovation	ORANGE PARK JUNIOR HIGH	$0	$0	$200,000	$0	$0	$200,000	Yes
Restroom Renovations	ORANGE PARK JUNIOR HIGH	$0	$0	$600,000	$0	$0	$600,000	Yes
Track Improvements	RIDGEVIEW SENIOR HIGH	$0	$0	$0	$250,000	$350,000	$600,000	Yes

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HVAC Repair/Replacement (Building 1)	RIDEOUT ELEMENTARY	$0	$0	$150,000	$0	$0	$150,000	Yes
		$21,093,440	**$16,946,500**	**$15,799,000**	**$11,826,500**	**$4,368,500**	**$70,033,940**	

Additional Project Schedules

Any projects that are not identified in the last approved educational plant survey.

Project Description	Location	Num Classrooms	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total	Funded
Project description not specified	Location not specified		$0	$0	$0	$0	$0	$0	No
			$0	**$0**	**$0**	**$0**	**$0**	**$0**	

Non Funded Growth Management Project Schedules

Schedule indicating which projects, due to planned development, that CANNOT be funded from current revenues projected over the next five years.

Nothing reported for this section.

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Tracking

Capacity Tracking

Location	2020 - 2021 Satis. Stu. Sta.	Actual 2020 - 2021 FISH Capacity	Actual 2019 - 2020 COFTE	# Class Rooms	Actual Average 2020 - 2021 Class Size	Actual 2020 - 2021 Utilization	New Stu. Capacity	New Rooms to be Added/Removed	Projected 2024 - 2025 COFTE	Projected 2024 - 2025 Utilization	Projected 2024 - 2025 Class Size
W E CHERRY ELEMENTARY	881	881	726	48	15	82.00 %	0	0	836	95.00 %	17
OAKLEAF HIGH SCHOOL	2,589	2,459	2,459	107	23	100.00 %	0	0	2,775	113.00 %	26
DISCOVERY OAKS ELEMENTARY	852	766	838	45	19	109.00 %	0	0	990	129.00 %	22
LAKE ASBURY JUNIOR HIGH	1,505	1,354	1,137	68	17	84.00 %	0	0	1,142	84.00 %	17
COPPERGATE ELEMENTARY	725	725	516	38	14	71.00 %	0	0	564	78.00 %	15
OAKLEAF SCHOOL	1,638	1,474	1,171	67	17	79.00 %	0	0	1,157	78.00 %	17
OAKLEAF VILLAGE ELEMENTARY	1,097	1,097	1,032	59	17	94.00 %	0	0	1,089	99.00 %	18
SHADOWLAWN ELEMENTARY	845	845	681	46	15	81.00 %	0	0	896	106.00 %	19
PLANTATION OAKS ELEMENTARY	992	992	993	53	19	100.00 %	0	0	999	101.00 %	19

MCRAE ELEMENTARY	550	550	526	31	17	96.00 %	0	0	564	103.00 %	18
THUNDERBOLT ELEMENTARY	1,110	1,110	871	60	15	78.00 %	0	0	962	87.00 %	16
RIDEOUT ELEMENTARY	683	683	481	36	13	70.00 %	0	0	680	100.00 %	19
FLEMING ISLAND SENIOR HIGH	2,535	2,408	1,798	105	17	75.00 %	0	0	2,208	92.00 %	21
SWIMMING PEN CREEK ELEMENTARY	547	547	488	31	16	89.00 %	0	0	578	106.00 %	19
ARGYLE ELEMENTARY	825	825	687	44	16	83.00 %	0	0	825	100.00 %	19
CLAY SUPERINTENDENT'S OFFICE	0	0	68	0	0	0.00 %	0	0	0	0.00 %	0
FLEMING ISLAND ELEMENTARY	912	912	718	49	15	79.00 %	0	0	758	83.00 %	15
TYNES ELEMENTARY	1,004	1,004	1,036	59	18	103.00 %	144	8	1,271	111.00 %	19
J L WILKINSON ELEMENTARY	788	788	754	43	18	96.00 %	0	0	803	102.00 %	19
MIDDLEBURG SENIOR HIGH	2,509	2,383	1,589	108	15	67.00 %	0	0	1,824	77.00 %	17
RIDGEVIEW ELEMENTARY	565	565	567	34	17	100.00 %	0	0	577	102.00 %	17
CLAY HILL ELEMENTARY	474	474	419	25	17	88.00 %	0	0	482	102.00 %	19
RIDGEVIEW SENIOR HIGH	2,373	2,254	1,422	101	14	63.00 %	0	0	1,650	73.00 %	16
LAKE ASBURY ELEMENTARY	970	970	853	53	16	88.00 %	0	0	795	82.00 %	15
ROBERT M PATERSON ELEMENTARY	1,105	1,105	1,119	60	19	101.00 %	0	0	1,138	103.00 %	19
CLAY HIGH SCHOOL	1,992	1,892	1,429	84	17	76.00 %	0	0	1,904	101.00 %	23
LAKESIDE JUNIOR HIGH	1,338	1,204	843	57	15	70.00 %	0	0	812	67.00 %	14
LAKESIDE ELEMENTARY	876	876	759	47	16	87.00 %	0	0	795	91.00 %	17
ORANGE PARK JUNIOR HIGH	1,170	1,053	755	52	15	72.00 %	0	0	715	68.00 %	14
JACK L WILKINSON JUNIOR HIGH	836	752	735	37	20	98.00 %	0	0	724	96.00 %	20
MONTCLAIR ELEMENTARY	649	649	473	34	14	73.00 %	0	0	508	78.00 %	15
ORANGE PARK SENIOR HIGH	2,467	2,343	1,396	104	13	60.00 %	0	0	1,670	71.00 %	16
DOCTORS INLET ELEMENTARY	737	737	640	40	16	87.00 %	0	0	710	96.00 %	18
MIDDLEBURG ELEMENTARY	650	650	537	34	16	83.00 %	0	0	562	86.00 %	17
KEYSTONE HEIGHTS ELEMENTARY	896	896	836	49	17	93.00 %	0	0	877	98.00 %	18
KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	1,530	1,377	1,010	66	15	73.00 %	0	0	1,193	87.00 %	18
S BRYAN JENNINGS ELEMENTARY	676	676	478	36	13	71.00 %	0	0	537	79.00 %	15
GREEN COVE SPRINGS JUNIOR HIGH	1,025	922	820	45	18	89.00 %	0	0	876	95.00 %	19
CHARLES E BENNETT ELEMENTARY	830	830	638	45	14	77.00 %	0	0	891	107.00 %	20

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R C BANNERMAN LEARNING RESOURCE CENTER	568	568	286	35	8	50.00 %	0	0	182	32.00 %	5
ORANGE PARK ELEMENTARY	504	504	474	26	18	94.00 %	0	0	481	95.00 %	19
GROVE PARK ELEMENTARY	512	512	464	28	17	91.00 %	0	0	472	92.00 %	17
	45,330	**43,612**	**35,524**	**2,189**	**16**	**81.45 %**	**144**	**8**	**39,472**	**90.21 %**	**18**

The COFTE Projected Total (39,472) for 2024 - 2025 must match the Official Forecasted COFTE Total (36,905) for 2024 - 2025 before this section can be completed. In the event that the COFTE Projected Total does not match the Official forecasted COFTE, then the Balanced Projected COFTE Table should be used to balance COFTE.

Projected COFTE for 2024 - 2025	
Elementary (PK-3)	10,983
Middle (4-8)	13,843
High (9-12)	12,079
	36,905

Grade Level Type	Balanced Projected COFTE for 2024 - 2025
Elementary (PK-3)	-809
Middle (4-8)	-989
High (9-12)	-769
	36,905

Relocatable Replacement

Number of relocatable classrooms clearly identified and scheduled for replacement in the school board adopted financially feasible 5-year district work program.

Location	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	Year 5 Total
MONTCLAIR ELEMENTARY	0	0	0	10	0	10
LAKE ASBURY ELEMENTARY	0	10	0	0	0	10
ROBERT M PATERSON ELEMENTARY	0	0	10	0	0	10
CLAY SUPERINTENDENT'S OFFICE	0	0	0	2	0	2
FLEMING ISLAND ELEMENTARY	0	0	0	10	0	10
TYNES ELEMENTARY	10	0	0	0	0	10
FLEMING ISLAND SENIOR HIGH	0	0	10	0	0	10
ARGYLE ELEMENTARY	0	0	0	10	0	10
OAKLEAF HIGH SCHOOL	0	10	0	0	0	10
Total Relocatable Replacements:	**10**	**20**	**20**	**32**	**0**	**82**

Charter Schools Tracking

Information regarding the use of charter schools.

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Location-Type	# Relocatable units or permanent classrooms	Owner	Year Started or Scheduled	Student Stations	Students Enrolled	Years in Contract	Total Charter Students projected for 2024 - 2025
1417 Red Apple Road, Middleburg, FL	59	PRIVATE	2015	860	420	5	560
114 Canova Rd Fleming Island, FL 32003	43	PRIVATE	2017	774	597	2	900
	102			**1,634**	**1,017**		**1,460**

Special Purpose Classrooms Tracking

The number of classrooms that will be used for certain special purposes in the current year, by facility and type of classroom, that the district will, 1), not use for educational purposes, and 2), the co-teaching classrooms that are not open plan classrooms and will be used for educational purposes.

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
Total Educational Classrooms:		**0**	**0**	**0**	**0**	**0**	**0**

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
PLANTATION OAKS ELEMENTARY	Co-Teaching	3	1	0	0	0	4
Total Co-Teaching Classrooms:		**3**	**1**	**0**	**0**	**0**	**4**

Infrastructure Tracking

Necessary offsite infrastructure requirements resulting from expansions or new schools. This section should include infrastructure information related to capacity project schedules and other project schedules (Section 4).

County office reconfiguration to consolidate the finance department.
Provide for a secure office complex for school police

Proposed location of planned facilities, whether those locations are consistent with the comprehensive plans of all affected local governments, and recommendations for infrastructure and other improvements to land adjacent to existing facilities. Provisions of 1013.33(12), (13) and (14) and 1013.36 must be addressed for new facilities planned within the 1st three years of the plan (Section 5).

Clay County District schools office complex, Green Cove Springs FL

Consistent with Comp Plan? Yes

Net New Classrooms

The number of classrooms, by grade level and type of construction, that were added during the last fiscal year.

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List the net new classrooms added in the 2019 - 2020 fiscal year.				List the net new classrooms to be added in the 2020 - 2021 fiscal year.			
"Classrooms" is defined as capacity carrying classrooms that are added to increase capacity to enable the district to meet the Class Size Amendment.				Totals for fiscal year 2020 - 2021 should match totals in Section 15A.			
Location	2019 - 2020 # Permanent	2019 - 2020 # Modular	2019 - 2020 # Relocatable	2019 - 2020 Total	2020 - 2021 # Permanent	2020 - 2021 # Modular	2020 - 2021 # Relocatable	2020 - 2021 Total
Elementary (PK-3)	0	0	0	0	4	0	0	4
Middle (4-8)	0	0	0	0	4	0	0	4
High (9-12)	0	0	0	0	0	0	0	0
	0	**0**	**0**	**0**	**8**	**0**	**0**	**8**

Relocatable Student Stations

Number of students that will be educated in relocatable units, by school, in the current year, and the projected number of students for each of the years in the workplan.

Site	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	5 Year Average
MIDDLEBURG SENIOR HIGH	955	930	930	930	930	935
RIDGEVIEW ELEMENTARY	264	198	198	198	198	211
CLAY HILL ELEMENTARY	62	40	40	40	40	44
RIDGEVIEW SENIOR HIGH	1,148	848	848	848	848	908
LAKE ASBURY ELEMENTARY	582	538	538	394	394	489
ROBERT M PATERSON ELEMENTARY	692	758	758	582	582	674
J L WILKINSON ELEMENTARY	478	394	394	394	394	411
PLANTATION OAKS ELEMENTARY	95	176	176	176	176	160
OAKLEAF HIGH SCHOOL	910	910	910	910	910	910
GREEN COVE SPRINGS JUNIOR HIGH	147	103	103	103	103	112
CHARLES E BENNETT ELEMENTARY	215	171	171	171	171	180
R C BANNERMAN LEARNING RESOURCE CENTER	481	349	349	349	349	375
ORANGE PARK ELEMENTARY	254	192	192	192	192	204
GROVE PARK ELEMENTARY	208	124	124	124	124	141
W E CHERRY ELEMENTARY	463	317	317	317	317	346
ORANGE PARK SENIOR HIGH	542	442	442	442	442	462
CLAY SUPERINTENDENT'S OFFICE	0	0	0	0	0	0
FLEMING ISLAND ELEMENTARY	596	488	488	334	334	448
TYNES ELEMENTARY	513	431	431	255	255	377
MCRAE ELEMENTARY	316	254	254	254	254	266
THUNDERBOLT ELEMENTARY	427	317	317	317	317	339
RIDEOUT ELEMENTARY	55	94	94	94	94	86

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FLEMING ISLAND SENIOR HIGH	1,270	1,255	1,255	1,255	1,255	1,258
ARGYLE ELEMENTARY	429	369	369	369	369	381
LAKE ASBURY JUNIOR HIGH	462	470	470	470	470	468
OAKLEAF VILLAGE ELEMENTARY	216	162	162	162	162	173
SHADOWLAWN ELEMENTARY	0	0	0	0	0	0
COPPERGATE ELEMENTARY	66	66	66	66	66	66
OAKLEAF SCHOOL	704	704	704	704	704	704
SWIMMING PEN CREEK ELEMENTARY	117	73	73	73	73	82
DOCTORS INLET ELEMENTARY	336	232	232	232	232	253
MIDDLEBURG ELEMENTARY	132	92	92	92	92	100
KEYSTONE HEIGHTS ELEMENTARY	384	304	304	304	304	320
KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	713	638	638	638	638	653
S BRYAN JENNINGS ELEMENTARY	279	199	199	199	199	215
CLAY HIGH SCHOOL	270	265	265	265	265	266
LAKESIDE JUNIOR HIGH	472	321	321	321	321	351
LAKESIDE ELEMENTARY	498	368	368	368	368	394
ORANGE PARK JUNIOR HIGH	288	276	251	251	251	263
JACK L WILKINSON JUNIOR HIGH	162	147	147	147	147	150
MONTCLAIR ELEMENTARY	397	331	331	331	331	344
DISCOVERY OAKS ELEMENTARY	0	0	0	0	0	0

Totals for CLAY COUNTY SCHOOL DISTRICT						
Total students in relocatables by year.	**16,598**	**14,346**	**14,321**	**13,671**	**13,671**	**14,521**
Total number of COFTE students projected by year.	**36,137**	**36,425**	**36,658**	**36,889**	**36,905**	**36,603**
Percent in relocatables by year.	**46 %**	**39 %**	**39 %**	**37 %**	**37 %**	**40 %**

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Leased Facilities Tracking

Exising leased facilities and plans for the acquisition of leased facilities, including the number of classrooms and student stations, as reported in the educational plant survey, that are planned in that location at the end of the five year workplan.

Location	# of Leased Classrooms 2020 - 2021	FISH Student Stations	Owner	# of Leased Classrooms 2024 - 2025	FISH Student Stations
MONTCLAIR ELEMENTARY	0	0		0	0
MIDDLEBURG SENIOR HIGH	0	0		0	0
RIDGEVIEW ELEMENTARY	0	0		0	0
CLAY HILL ELEMENTARY	0	0		0	0
RIDGEVIEW SENIOR HIGH	0	0		0	0

LAKE ASBURY ELEMENTARY	0	0		0	0
ROBERT M PATERSON ELEMENTARY	0	0		0	0
J L WILKINSON ELEMENTARY	0	0		0	0
CLAY SUPERINTENDENT'S OFFICE	0	0		0	0
FLEMING ISLAND ELEMENTARY	0	0		0	0
TYNES ELEMENTARY	0	0		0	0
MCRAE ELEMENTARY	0	0		0	0
THUNDERBOLT ELEMENTARY	0	0		0	0
RIDEOUT ELEMENTARY	0	0		0	0
FLEMING ISLAND SENIOR HIGH	0	0		0	0
SWIMMING PEN CREEK ELEMENTARY	0	0		0	0
ARGYLE ELEMENTARY	0	0		0	0
LAKE ASBURY JUNIOR HIGH	0	0		0	0
COPPERGATE ELEMENTARY	0	0		0	0
OAKLEAF SCHOOL	0	0		0	0
OAKLEAF VILLAGE ELEMENTARY	0	0		0	0
SHADOWLAWN ELEMENTARY	0	0		0	0
PLANTATION OAKS ELEMENTARY	0	0		0	0
OAKLEAF HIGH SCHOOL	0	0		0	0
GREEN COVE SPRINGS JUNIOR HIGH	0	0		0	0
CHARLES E BENNETT ELEMENTARY	0	0		0	0
R C BANNERMAN LEARNING RESOURCE CENTER	0	0		0	0
ORANGE PARK ELEMENTARY	0	0		0	0
GROVE PARK ELEMENTARY	0	0		0	0
W E CHERRY ELEMENTARY	0	0		0	0
ORANGE PARK SENIOR HIGH	0	0		0	0
DOCTORS INLET ELEMENTARY	0	0		0	0
MIDDLEBURG ELEMENTARY	0	0		0	0
KEYSTONE HEIGHTS ELEMENTARY	0	0		0	0
KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	0	0		0	0
S BRYAN JENNINGS ELEMENTARY	0	0		0	0
CLAY HIGH SCHOOL	0	0		0	0
LAKESIDE JUNIOR HIGH	0	0		0	0
LAKESIDE ELEMENTARY	0	0		0	0
ORANGE PARK JUNIOR HIGH	0	0		0	0
JACK L WILKINSON JUNIOR HIGH	0	0		0	0

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DISCOVERY OAKS ELEMENTARY	0	0		0	0
	0	**0**		**0**	**0**

Failed Standard Relocatable Tracking

Relocatable units currently reported by school, from FISH, and the number of relocatable units identified as 'Failed Standards'.

Nothing reported for this section.

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Planning

Class Size Reduction Planning

Plans approved by the school board that reduce the need for permanent student stations such as acceptable school capacity levels, redistricting, busing, year-round schools, charter schools, magnet schools, public-private partnerships, multitrack scheduling, grade level organization, block scheduling, or other alternatives.

Clay County will be experiencing exponential growth over the next 15 years. Aggressive plans are already on file for residential and commercial developments. The completion of the First Coast Expressway will connect I-10 and I-95. Surrounding the expressway's interchanges and path through the county are seven residential communities and four commerce centers with more to follow. These planned projects will generate over 12,500 homes and potentially add more than 5,700 K-12 students to the District population. There will be a need for increased permanent student stations. However, the district is always considering options to better utilize existing and future facilities not limited to; redistricting, reassignment, and expanded capacity utilization (i.e. year-round school, split scheduling, and block scheduling)

School Closure Planning

Plans for the closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues.

No plans are expected to close any Clay County Schools.
There are plans for portable reduction, these are contrary to school safety best practices.
No plans for disposal of real property.

Long Range Planning

Ten-Year Maintenance

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 6-10 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

Ten-Year Capacity

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 5 years beyond the 5-year district facilities work program.

Nothing reported for this section.

Ten-Year Planned Utilization

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2019 - 2020 FISH Capacity	Actual 2019 - 2020 COFTE	Actual 2019 - 2020 Utilization	Actual 2020 - 2021 / 2029 - 2030 new Student Capacity to be added/removed	Projected 2029 - 2030 COFTE	Projected 2029 - 2030 Utilization
Elementary - District Totals	21,255	21,255	18,604.49	87.53 %	3,448	21,015	85.07 %
Middle - District Totals	9,042	8,136	6,471.93	79.55 %	776	7,193	80.71 %
High - District Totals	14,465	13,739	10,093.28	73.46 %	1,739	12,186	78.73 %
Other - ESE, etc	711	568	353.97	62.32 %	0	0	0.00 %
	45,473	**43,698**	**35,523.67**	**81.29 %**	**5,963**	**40,394**	**81.34 %**

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

No comments to report.

Ten-Year Infrastructure Planning

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 06 thru 10 out years (Section 28).

Nothing reported for this section.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 06 thru 10 out years (Section 29).

Nothing reported for this section.

Twenty-Year Maintenance

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 11-20 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

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Twenty-Year Capacity

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 11-20 years beyond the 5-year district facilities work program.

Nothing reported for this section.

Twenty-Year Planned Utilization

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2019 - 2020 FISH Capacity	Actual 2019 - 2020 COFTE	Actual 2019 - 2020 Utilization	Actual 2020 - 2021 / 2039 - 2040 new Student Capacity to be added/removed	Projected 2039 - 2040 COFTE	Projected 2039 - 2040 Utilization
Elementary - District Totals	21,255	21,255	18,604.49	87.53 %	2,586	29,236	122.63 %
Middle - District Totals	9,042	8,136	6,471.93	79.55 %	1,252	11,303	120.40 %
High - District Totals	14,465	13,739	10,093.28	73.46 %	2,459	21,095	130.23 %
Other - ESE, etc	711	568	353.97	62.32 %	0	408	71.83 %
	45,473	**43,698**	**35,523.67**	**81.29 %**	**6,297**	**62,042**	**124.10 %**

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

No comments to report.

Twenty-Year Infrastructure Planning

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 11 thru 20 out years (Section 28).

Nothing reported for this section.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 11 thru 20 out years (Section 29).

Nothing reported for this section.

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

D1 - 2021 Legislative Priorities

Description

Legislative Priorities will be developed and used to gain attention and provide Florida Legislators with educational and funding requests for the School Board of Clay County.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

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

Recommendation

Approve Legislative Priorities as submitted.

Contact

Terri Dennis, Chief of Staff, terri.dennis@myoneclay.net

Financial Impact

Review Comments

Attachments

2021 Legislative Priorities.pdf

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2021 Legislative Priorities

THE FOLLOWING REPRESENTS THE CLAY COUNTY SCHOOL BOARD'S PRIORITIES FOR 2021

Clay County District Schools continues to provide a world-class education. Over the last four years, our school district has made monumental gains in the areas of student performance, accelerated opportunities, expansion of school choice, graduation rates, industry certifications, equity of curriculum, climate and culture, safety and security, school-based supports, technology accessibility, and fiscal responsibility. In order to continue this momentum during these unprecedented times of teaching during a pandemic, our 2021 legislative priorities are identified below:

Funding and Investments

- Provide full funding for virtual instruction for the 2021 school year for Clay Virtual Academy and Clay County District Schools' innovative learning platform, OneClay Online.
- Restore all funding related to the Public Education Capital Outlay (PECO) for public district managed schools.
- Provide adequate funding to raise the salaries for all employees to assist with recruiting and retaining highly skilled and qualified candidates to Florida.

State Assessments & Testing

- Hold schools harmless on assigning school grades based off of state assessment results. Standardized tests should not be the sole performance, especially when educating during a global pandemic, for measuring student progress or school performance.
- Due to the unprecedented close of the 2020 school year and the launch of the 2020 school year with innovative distance learning options, policy alternatives regarding school promotion and grade retention should be established.

Student and School Investment

- Provide adequate funding and support to all school districts to offer full day VPK Programs to ensure high-quality preschool programs are available and affordable to all Florida families.
- Expand funding for additional choice programs and opportunities to all learners.
- Increase funding for career and technical education programs, including internships and externships, to provide our students with the opportunity to access and fully participate in the local workforce.
- Provide funding to enhance the digital classroom and student's access to technology, which is vital in our country's current health crisis, to ensure continuity of high-quality instruction occurs through both brick and mortar and distance learning classrooms.

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Board Members
Janice Kerekes, Dist. I
Beth Clark, Dist. II
Tina Bullock, Dist. III
Mary Bolla, Dist. IV
Ashley Gilhousen, Dist. V

David S. Broskie, Superintendent

December 10, 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

Financial Impact

None

Review Comments

Attachments

DRAFT

December 10, 2020 - Regular School Board Meeting

Title

D3 - Public Hearing to Approve as Advertised the 2019-2020 through 2021-2022 Special Policies and Procedures (SP&P) Manual.

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 excceptional 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

Approve as Advertised the 2019-2020 through 2021-2022 Special Policies and Procedures (SP&P) Manual.

Contact

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

Melanie Sanders, Director, Exceptional Student Education, 904-336-6866, melanie.sanders@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
- Adv Revisions and Public Hearing 19 20 - 21 22 SP&P Manual.pdf

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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.

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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.

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- 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.

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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.

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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.

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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.

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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.

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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%

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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.

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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

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- 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.

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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%

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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.

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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

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- 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.

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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

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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

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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.

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.

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.

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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

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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.

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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

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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:

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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.

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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

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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.

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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).

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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

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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.

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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.

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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.

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Section D: Surrogate Parents

Statutory and Regulatory Citations

34 CFR §300.519
Sections39.0016 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.

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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.

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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.

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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:

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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.

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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

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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

   - The school district implements evidence-based interventions addressing the identified areas of concern in the **general education environment**.
   - 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.

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- 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.
- 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:
    - Children younger than kindergarten-entry age who are not enrolled in kindergarten
    - Students suspected of being gifted as described in Rule 6A-6.03019, F.A.C.
    - 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.
    - 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.

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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.

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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.

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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:

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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.

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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.

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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 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.

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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-

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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

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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.

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- 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 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.

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.

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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

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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.

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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.

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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** :
    - Ensure that an IEE is provided at public expense.
    - 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:
    - 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.
    - 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.

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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

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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.

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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.

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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.

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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.

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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.

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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;

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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:

    - Standardized instruments, judgement-based assessments, criterion-referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parent(s); or
    - Informed clinical opinion using qualitative and quantitative information to determine the need for early intervention services; and
    - 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)

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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.

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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

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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

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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

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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.

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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.

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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.

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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 students 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-3.03022, 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-3.03022. 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;

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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

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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.

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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.

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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.

DRAFT

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.

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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:

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- 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

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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

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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).

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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.

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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

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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

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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

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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:

   - The model, specifying the type and amount of direction, including 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 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.

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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.

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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

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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

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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

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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.

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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

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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.

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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.

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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.

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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

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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.

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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.

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- 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

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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.

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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) 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.

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- 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.

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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.

l. 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.

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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,

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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 Disabilites

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

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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.

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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.

- Parental Consent Form: Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration
- 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. 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:

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- 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

- 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
- 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.

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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.

- 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.
- 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

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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

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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.

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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.

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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

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- 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.

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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

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- 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.

8. Authority of an Administrative Law Judge

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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

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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.

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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.fldoe.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

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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.

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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.

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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.

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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?

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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, 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.

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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.

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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.

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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.

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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.

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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.

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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;

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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.

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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

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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

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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.

- 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.
- 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.
- 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

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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

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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

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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.

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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

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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

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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.

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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

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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.

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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

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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.

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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;

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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.

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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;

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        - 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

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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

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- ☐ 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

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- ☐ 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%

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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)(I), 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**
    - 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**
    - A description of the evaluation procedures and measurement instruments that will be used
3. **Eligibility Criteria**
    - 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**
    - 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**
    - 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

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Appendix D: District Policies Regarding the Allowable Use or Prohibition of Physical Restraint and Seclusion

Select from the following:

- [x] The school district's policy regarding the allowable use or prohibition of physical restraint of students with disabilities is included as an attachment.
- [x] 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

- [x] 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."

- [x] The district's completed BPIE Indicator Rating Tally Sheet is attached.
- [x] The district's plan to address the prioritized BPIE Indicators is attached.

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Appendix G: District Procedures During a Declared State of Emergency

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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

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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).

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SP&P SIGNATURE PAGE

School District:

Administrator of Exceptional Student Education:

This document is effective for the **2019–2020 through 2021–2022** school years.

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

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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.

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SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT
2019-2020 - 2021-2022 Special Policies and Procedures (SP&P) Manual

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approved on November 5, 2020 the advertisement of the proposed revisions to 2019-2020 - 2021-2022 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 under the School Board Meeting Links, School Board Agendas - November 5, 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 proposed revisions to the 2019-2020 - 2021-2022 Special Policies and Procedures (SP&P) Manual following a public hearing. ***The public hearing shall be held on Thursday, December 10, 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 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.

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