

School Board of Clay County

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

June 25, 2020 Regular School Board Meeting

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

Student Showcase (None)

Invocation

Pledge of Allegiance

Call to Order

Recognitions and Awards

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

[2. Recognize 2019-2020 Retirees](#)

Presenters

School Showcase (None)

Presentations from the Audience (Public Comment)

Consent Agenda

Superintendent

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

[2020 May 14 Workshop.pdf](#)

[2020 May 26 Workshop.pdf](#)

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

School Board Member

[4. C2 - Approve employment contract for Kenneth Wagner, Chief of Police \(Mrs. Studdard\)](#)

Human Resources

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

Instruction-Academic Services

[6. C4 - Approval to Advertise and Notice of Public Hearing to Approve Modifications to the 2019-2020 Student Progression Plan](#)

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

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

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

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

7. C5 - MEMORANDUM OF UNDERSTANDING Between Clay County District Schools, Florida and Pace Center for Girls, Inc.

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

8. C6 - Florida Virtual School - Amendment 3 to 2018-2021 Franchise Agreement - Appendix G - COVID-19 Student Support Project

☞ [200128 FI Virtual Amend 3.pdf](#)

9. C7 - Florida Virtual School - Pricing Amendment 2 to Franchise Agreement for State of Florida School district with School Board of Clay County - Appendix A

☞ [200127 FI Virtual Amend 2.pdf](#)

10. C8 - Approval for the Purchase of Edgenuity Virtual Instruction Curriculum 6-12th grades

☞ [200126Edgenuityfinal.pdf](#)

11. C9 - Agreement between the School Board of Clay County and AMI Kids

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

12. C10 - Approval for the Purchase of K12 Florida LLC Virtual Instruction Curriculum for elementary curriculum usage.

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

Instruction-Career and Technical Education

13. C11 - CTE Out of State and Overnight Field Trips

☞ [CTE Out of State and Overnight Field Trips.pdf](#)

☞ [ffa-out-of-state-and-overnight-field-trips_1 \(1\).pdf](#)

Instruction-Professional Development

14. C12 - Professional Learning Catalog 2020-21

☞ [Professional Learning Catalog 2020-21.pdf](#)

15. C13 - Approval of Language Essentials for Teachers of Reading and Spelling (LETRS) for Reading Endorsement

☞ [200137 Voyager Sopris Learning.pdf](#)

Instruction-Climate and Culture

16. C14 - Healthcare Services Agreement

☞ [Contract Review Form & Contract with Health Hero Florida.pdf](#)

Business Affairs

17. C15 - Approve the 2020-2021 District's Property/Casualty/Active Assailant Insurance renewal submitted by Arthur J. Gallagher & Co. (broker)

☞ [Core360 PPT_Program Structure_FINAL.pdf](#)

☞ [Clay County District Schools Property Casualty Premium Summary 2020xlsx.pdf](#)

18. C16 - Approve Advertisement and Notice of Public Hearing to adopt proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing, 5.03B Business Affairs School Activity Accounts, and 5.02C, Business Affairs Use of School Buildings, Grounds and Equipment

☞ Internal Account policy 5.03B.pdf

☞ CCSB - 5.02 Business Affairs_Purchasing_Federal Grant Funds as of 6_9_2020_(DRAFT).pdf

☞ Proposed 5.02C BAD Facility Use Policy.pdf

☞ Approval to Advertise Public Hearing SB Policies 5.02A, 5.03B, 5.02C.pdf

19. C17 - Proposed Allocation Changes for 2020-2021

☞ Allocation Summary - June 25, 2020.pdf

20. C18 - Approve Advertisement and Notice of Public Hearing for Revisions to the Clay County District Schools Use of Facilities/Use of Grounds Manual

☞ NEW Application-Agreement - Updated 6-2020 (7).pdf

☞ Approval to Advertise Notice of Public Hearing Use of Facilities & Grounds Manual.pdf

21. C19 - Approve Advertisement and Notice of Public Hearing on Revisions to the Clay County District Schools Internal Accounts Manual

☞ Internal Accounts Manual.pdf

☞ Approval to Advertise Notice of Public Hearing Internal Accounts Manual.pdf

Business Affairs-Accounting

22. C20 - Monthly Financial Reports for May, 2020

☞ May 2020 Board Monthly Financial Report.pdf

☞ May 2020 Board Monthly Property Report.pdf

23. C21 - Budget Amendment for Month Ending May 31, 2020

Business Affairs-Property

24. C22 - Deletion of Certain Items Report - June, 2020

☞ Deletion-Report-June, 2020.pdf

Business Affairs-Purchasing

25. C23 - BID to be Awarded

Operations-Facilities

26. C24 - Pre-Qualification of Contractors

☞ Table for Board Backup Contractor Prequal, 6.25.20.pdf

27. C25 - Substantial and Final Completion of Keystone Heights Elementary School Intercom/PA System

☞ KHE Intercom.PA Substantial & Final Completion.pdf

28. C26 - Substantial and Final Completion of Keystone Heights High School Intercom/PA System

☞ KHHS Intercom.PA Substantial & Final Completion.pdf

29. C27 - Change Order #1 for Lakeside Junior High School Parking Lot Renovation

[Ⓢ LSJH Parking Lot Renovation CO 1.pdf](#)

[30. C28 - Change Order #3 \(Direct Purchasing\) for Doctors Inlet Elementary School Cafeteria Expansion](#)

[Ⓢ DIS Cafeteria Expansion CO 3.pdf](#)

[31. C29 - Substantial and Final Completion of Rideout Elementary School Intercom/PA System](#)

[Ⓢ ROE Intercom.PA Substantial & Final Completion.pdf](#)

[32. C30 - Substantial and Final Completion of Thunderbolt Elementary School Intercom/PA System](#)

[Ⓢ TBE Intercom.PA Substantial & Final Completion.pdf](#)

[33. C31 - District Renovation/Remodeling Operations Building 1 First Floor Contract Award](#)

[Ⓢ Bid Tabulation C-30-19 20.pdf](#)

[34. C32 - 2019-20 S.R.E.F. Casualty, Safety, Sanitation, Relocatable, and Fire Safety Inspection](#)

[Ⓢ Elementary SREF Inspections.pdf](#)

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

[Ⓢ High School SREF Inspections.pdf](#)

[35. C33 - Change Order #1 for Clay High School Erosion Control/Stormwater Repair](#)

[Ⓢ Change Order #1 for Clay High School Erosion Control Stormwater Repair.pdf](#)

[36. C34 - Option Contract for Roderico Property](#)

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

Adoption of Consent Agenda

CCEA Update

CESPA Update

Superintendent's Update and Presentations

Discussion Agenda

Human Resources

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

Business Affairs-Purchasing

[38. D2 - Public Hearing to Approve as Advertised proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing](#)

[Ⓢ CCSB - 5.02 Business Affairs_Purchasing_FEDERAL GRANT MONEY \(1\).docx FINAL \(1\).pdf](#)

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

School Board Attorney Remarks

School Board Member Remarks

Adjournment

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

Recognize Social Studies Teachers of the Year

Description

These awards, sponsored by the Florida Council for the Social Studies, recognize teachers who facilitate and inspire student learning and creativity in grades K-12.

Karen Steinmetz (LAE), Clay County's nominee for FCSS's Outstanding Social Studies Teacher of the Year in the Elementary Division

Cynthia Cheatwood (OPJH), Clay County's nominee for FCSS's Outstanding Social Studies Teacher of the Year in the Middle School Division

Keisha Gordon (CVA), Clay County's nominee for FCSS's Outstanding Social Studies Teacher of the Year in the Senior High Division

Melissa Fisher (OHS), Clay County's nominee for Prentice-Hall's Excellence in Teaching History Award

Lily Peterson (OVE), Clay County's nominee for Holt-McDougal's Warren Tracy Beginning Teacher Award

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

N/A

Recommendation

Recognition Only

Contact

Roger Dailey, 336-6904, roger.dailey@myoneclay.net.

Kelly Watt, 904-336-6970, kelly.watt@myoneclay.net

Financial Impact

N/A

Review Comments**Attachments**

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

Recognize 2019-2020 Retirees

Description

The Clay County School Board recognizes district employees who retired in the 2019-2020 school year by offering congratulations and expressing appreciation for their years of faithful service to the district.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

For recognition only.

Strategic Plan Goal

N/A

Recommendation

Recognition. No action required.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources, (904) 336-6701, brenda.troutman@myoneclay.net;
Catherine Richardson, Director of Support Personnel Services, (904) 336-6711, catherine.richardson@myoneclay.net

Financial Impact

NONE

Review Comments**Attachments**

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

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



School Board of Clay County

District multi-Purpose Center, Green Cove Springs (Corner of Walnut Street and Gratio Place) - not open to physical public attendance

May 14, 2020 - School Board Workshop

Date: May 14 2020 (9:30 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. Discuss and determine direction for amendment/re-write of the School District purchasing policy.](#)

Minutes:

This item (#1 on agenda) was addressed second by the board. Discussion included revising School Board Purchasing Policy 5.02 to ensure compliance with federal regulations and state statutes, identify extent of purchasing authority given to the superintendent and superintendent's designee, provide consistency re who has the authority to execute contracts, and to ensure policy is clearly defined, communicated, and enforced.

School Board Attorney, Mr. Bickner, will submit proposed policy revisions to the board for consideration as a workshop item on the June 16th workshop/agenda review, with the intent of advertising policy on the June 25th agenda and holding the public hearing/adoption of policy revisions on the August 6th agenda.

[2. Discuss requests for school safety officers from charter schools within the School District, including, but not limited to, obligations of District, legal issues, feasibility, scope of services and financial considerations.](#)

Minutes:

This item (#2 on agenda) was addressed first by the board. There is an ongoing request from St. Johns Classical Academy and a more recent request from legal representation of the parent company to Clay Charter Academy for the district to provide school safety officers to their respective campuses. Discussion included current statutory language mandating jurisdictional restrictions that prohibit school safety officers from accessing the private property of charter schools. Consultation with the Department of Education supports the district's position that it is precluded by law from providing officers to operate on private property.

Under the current statute, the district is not legally obligated to provide officers to the charter schools. Each charter is receiving safe school funds that they have been utilizing to provide for security at their schools.

The board concluded that the district is not denying the charter schools access to all available legal options and that supplying school safety officers to the charter schools is precluded by law. The district will take no action at this time. The superintendent will provide a written response to both charter schools' requests.

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

Superintendent Comments

School Board Comments

Adjournment (11:46 a.m.)

Superintendent of Schools

School Board Chair

DRAFT



School Board of Clay County

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

May 26, 2020 - School Board Workshop

Date: May 26 2020 (9:00 a.m.)

Invocation (Carol Studdard)

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

Workshop Items

1. Review Draft Agenda for Regular School Board Meeting on June 4, 2020

[june-4-2020-regular-school-board-meeting_agenda_packet\(1\).pdf](#)

Minutes:

RECOGNITIONS AND AWARDS:

- Recognize Students with Perfect Attendance, K-6, K-8, and K-12 - safe social distancing will be observed for this recognition;

CONSENT:

- C1 Minutes of Workshop on April 28, 2020; Regular Meeting on May 7, 2020 - no discussion;
- C2 Payment of Annual Membership Dues for 2020-2021 to Florida Association of District School Superintendents - no discussion;
- C3 Payment of Annual Membership Dues for 2020-2021 to Florida School Boards Association - no discussion;
- C4 Personnel Consent Agenda - additional instructional and administrative re-appointments will be included;
- C5 Approval for the Purchase of i-Ready Reading and Mathematics for 2020-21 - new state achievement guidelines will be incorporated into i-Ready materials; we will adopt a slow, measured approach into new curriculum; site licenses will enable digital access to all teachers in the building;
- C6 Health-Tech Consultants Inc - Letter of Agreement - no discussion;
- C7 2020-21 Interagency Agreement Between the School Board of Clay County, Florida and the Department of Military Affairs; State of Florida - no discussion;
- C8 Agreement between Clay County District Schools and University of Phoenix - no discussion;
- C9 Review & Approve the renewal of the District's third party adjusters, Johns Eastern Company - no discussion;
- C10 Proposed Allocation Changes for 2020-2021 - none at this time;
- C11 Approve settlement (washout) of all Worker's Compensation claims of employee Maria Arietta against the School Board of Clay County, Florida - no discussion;
- C12 Monthly Financial Reports for April, 2020 - routine report;
- C13 Budget Amendment for Month Ending April 30, 2020 - routine report;
- C14 NSF Write-Off Permission - no discussion;
- C15 Deletion of Certain items Report - May, 2020 - routine deletion of surplus items;
- C16 2020-2021 School Safety Interlocal Agreement among the School Board of Clay County, Florida; the City of Green Cove Springs; and Green Cove Springs Police Department - no discussion;

- C17 2020-2021 School Safety Interlocal Agreement among the School Board of Clay County, Florida; the Town of Orange Park, Florida; and the Town of Orange Park Police Department - no discussion;
- C18 Approve Amendment #2 to contract for Computer-Aided Dispatch (CAD) Software, via Central Square Technologies, adding software for uniform reporting, report writing, and storage - no discussion;
- C19 - Pre-Qualification of Contractors - no discussion;
- C20 Clay High School Security Lighting Repair/Replacement Contract Award - no discussion;
- C21 Option Contract for Roderico Property - discussion included previous consideration to obtain this property, prior issues with property now being resolved, and the contract for consideration to be forthcoming;

DISCUSSION:

- D1 Approve Amended Resolution for Half-Cent sales tax to appear on November 2020 General Election Ballot (Studdard) - discussion included the need to amend the resolution to include required language specific to charter schools prior to placing the item on the ballot in November's general election as well as the timing of this item;
- D2 Human Resources Special Action - none at this time;
- D3 Advertise Revisions to 2020-21 Code of Student Conduct - no discussion.

Following the review of the June Agenda, Superintendent Broskie discussed upcoming surveys re distance learning and comfortability with re-opening, athletic celebrations being held to safely recognize athletes, graduation drive-through celebrations, summer programs, and night of lights celebrations.

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

Superintendent Comments

School Board Comments

Adjournment (10:15 a.m.)

Superintendent of Schools

School Board Chair



School Board of Clay County

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

June 4, 2020 Regular School Board Meeting

Date: Jun 04 2020 (6:00 p.m.)

Student Showcase (None)

Invocation (Reese D. Edwards, Senior Chaplain, Orange Park Medical Center)

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 Students with Perfect Attendance, K-6, K-8, and K-12

Minutes:

Superintendent Broskie recognized the following students with perfect attendance:

Kindergarten - 6th Grade (7 years)

- Omorodion Obasuyi (Argyle Elementary School)

Kindergarten - 8th Grade (9 years)

- Rikki Blaylock (Lakeside Junior High)

Kindergarten - 12th Grade (13 years)

- Callie Deel (Clay High School)
- Vernon Mummaw (Middleburg High School)

Presenters

School Showcase (None)

Presentations from the Audience (Public Comment)

2. Public Comment

Minutes:

In accordance with the legal advertisement of this meeting and due to the current public health emergency, public comments were to be taken only on listed agenda items, via a comment link on our webpage (directions provided in legal advertisement), submitted prior to 2:00 p.m. on June 4, 2020, to be considered. No comments fitting these criteria were received.

Consent Agenda

Superintendent3. C1 - Minutes of Workshop on April 28, 2020; Regular Meeting on May 7, 20202020 April 28 Workshop.pdf2020 May 7 Regular Meeting.pdf4. C2 - Payment of Annual Membership Dues for 2020-2021 to Florida Association of District School SuperintendentsFADSS Invoice.pdf**School Board Member**5. C3 - Payment of Annual Membership Dues for 2020-2021 to Florida School Boards AssociationFSBA Invoice.pdf**Human Resources**6. C4 - Personnel Consent AgendaPersonnel Consent Agenda 6 4 2020.pdf**Instruction-Academic Services**7. C5 - Approval for the Purchase of i-Ready Reading and Mathematics for 2020-21200130 Renewal Contract - signed by vendor.pdfExecuted 200130 Renewal Contract.pdf8. C6 - Health-Tech Consultants, Inc. - Letter of Agreement200134 Health Tech Consult.pdfExecuted 200134 Health Tech Consult.pdf9. C7 - 2020-21 Interagency Agreement Between the School Board of Clay County, Florida and the Department of Military Affairs; State of Florida200133 FLYCA.pdfExecuted 200133 FLYCA.pdf**Instruction-Professional Development**10. C8 - Agreement between Clay County District Schools and University of PhoenixFL School Board of Clay County ED (part 1) - signed (1).pdfExecuted FL School Board of Clay County (part1) - signed (1).pdf**Business Affairs**11. C9 - Review & Approve the renewal of the District's third party adjusters, Johns Eastern CompanyClay County Schools JECO -AD12.pdfExecuted Clay County Schools JECO -AD12.pdf12. C10 - Proposed Allocation Changes for 2020-202113. C11 - Approve settlement (washout) of all Worker's Compensation claims of employee Maria Arietta against the School Board of Clay County, Florida.

Proposed SA (129981393_1) (1).pdf (Confidential)

Business Affairs-Accounting

14. C12 - Monthly Financial Reports for April, 2020[April 2020 Board Monthly Financial Report.pdf](#)[April 2020 Board Monthly Property Report.pdf](#)15. C13 - Budget Amendment for Month Ending April 30, 2020[Budget Amendments April 2020.pdf](#)**Business Affairs-Internal Accounts**16. C14 - NSF Write-off Permission[OVE NSF write off 5.20.pdf](#)[CHE NSF write off 5.2020.pdf](#)**Business Affairs-Property**17. C15 - Deletion of Certain Items Report - May, 2020[Deletion-Report-May, 2020.pdf](#)**Operations**18. C16 - 2020-2021 School Safety Interlocal Agreement among the School Board of Clay County, Florida; the City of Green Cove Springs Florida; and Green Cove Springs Police Department.[20-21 City of Green Cove Springs Interlocal Agreement.pdf](#)19. C17 - 2020-2021 School Safety Interlocal Agreement among the School Board of Clay County, Florida; the Town of Orange Park, Florida; and the Town of Orange Park Police Department[20-21 Town of Orange Park Interlocal Agreement.pdf](#)20. C18 - Approve Amendment #2 to contract for Computer Aided Dispatch (CAD) Software, via Central Square Technologies, adding software for uniform reporting, report writing and storage.[200121 Central Square Contract.pdf](#)[Executed 200121 Central Square Contract.pdf](#)**Operations-Facilities**21. C19 - Pre-Qualification of Contractors[PreQualification 6.4.20.pdf](#)22. C20 - Clay High School Security Lighting Repair/Replacement Contract Award[CHS Security Lighting Repair.Replacement Bid Tab.pdf](#)23. C21 - Option Contract for Roderico Property**Adoption of Consent Agenda**24. Adoption of Consent Agenda**Minutes:**

Prior to taking motions on approval of Consent Agenda, Chair Studdard requested the Board Members consider a proposal for Police Chief Kenneth Wagner to have a 3-year contract, to be submitted for approval on the June 25, 2020 agenda. All Board Members were in consensus with this proposal.

Motion

Motion to approve

Vote Results (Approved)

Motion: Ashley Gilhousen

Second: Janice Kerekes

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

CCEA Update (Renna Lee Paiva)**CESPA Update (Lonnie Roberts)****Superintendent's Update and Presentations**25. Superintendent's Update and Presentations[SB Superintendent's Update 6-4-2020.pdf](#)**Discussion Agenda****School Board Member**26. D1 - Approve Amended Resolution for Half-Cent sales tax to appear on November 2020 General Election Ballot (Studdard)[The Plan, Exhibit A \(2\).pdf](#)[exhibit-c-to-resolution-re-sales-tax-in-2020-amended-1.pdf](#)[EXHIBIT B TO RESOLUTION RE SALES TAX IN 2020 AMENDED bcc recc.pdf](#)[Sales tax amended resolution with bcc recc..pdf](#)[Executed Amended Resolution.pdf](#)**Minutes:**

An in-depth discussion of this item included the availability of funds that exist as a matter of law for charter schools and for what purposes the funds may be utilized. The amendment to the resolution is required to include the statutory language compliant with the legislative changes.

Motion

Motion to approve

Vote Results (Approved)

Motion: Ashley Gilhousen

Second: Mary Bolla

Janice Kerekes

- Nay

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Human Resources~~27. D2 - Human Resources Special Action~~

Instruction-Climate and Culture**28. D3 - ADVERTISEMENT AND NOTICE OF PUBLIC HEARING TO THE 2020- 21 STUDENT HANDBOOK AND CODE OF STUDENT CONDUCT**

[5 15 20 Code of Conduct Rationale Clay County District Schools.pdf](#)

[5 15 21 2020-2021 Handbook & Code of Student Conduct.pdf](#)

[Notice of Approval to Advertise Student Handbook & Code of Conduct 2020-2021.pdf](#)

Motion

Motion to approve

Vote Results (Approved)

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

School Board Attorney Remarks**School Board Member Remarks****29. School Board Member Comments****Minutes:**

Board Members discussed participation in senior recognition events and expressed appreciation for the work of all teachers, support staff, and administrators who successfully met the challenge of continuing education during the unprecedented health crisis. Gratitude was expressed to Mr. Bunkley for his guidance with recently increased technology usage as well as the supports and advances he has provided to our district as a whole.

Adjournment (7:15 p.m.)

Superintendent of Schools

School Board Chairman

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C2 - Approve employment contract for Kenneth Wagner, Chief of Police (Mrs. Studdard)

Description

The School Board has discussed providing Chief of Police Kenneth Wagner with a three (3) year contract in order to provide the position with employment security. The attached contract provides that security and also in designed for his position as a police officer rather than an education administrator.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Approval of this item will provide a contract tailored to the office of Chief of Police and will be for three (3) years.

Strategic Plan Goal

N/A

Recommendation

Approve employment contract as submitted.

Contact

Carol Y. Studdard, Chairman; J. Bruce Bickner, School Board Attorney

Financial Impact

Listed paygrade, over three years.

Review Comments**Attachments**

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C3 - Personnel Consent Agenda

Description

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

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

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

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

Recommendation

To approve the Personnel Consent Agenda.

Contact

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

Financial Impact

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

Review Comments

Attachments

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C4 - Approval to Advertise and Notice of Public Hearing to Approve Modifications to the 2019-2020 Student Progression Plan

Description

Florida Statute 1008.25 requires each school board to establish a comprehensive program for student progression. The review and adoption of this Student Progression Plan (SPP) will allow the district to incorporate required legislative changes and the recommendations to ensure this document best supports the district's work with students.

Gap Analysis

The district's Student Progression Plan ensures that the required program of study, placement, promotion, reporting, retention, and assessment procedures used within the district are comprehensive in meeting the needs of individual students. The 2019-2020 SPP was reviewed and amended. The newly added language is in accordance with state law. Without approval of the proposed changes to the 2019-2020 SPP, the district will not be in compliance with Florida Statute.

Previous Outcomes

The district is currently following the 2019-2020 Student Progression Plan. This plan does not include the most recent changes to legislation. The revised plan will ensure the implementation of statutory requirements related to student progression.

Expected Outcomes

In accordance with state statute, an advertisement on the proposed revisions to the 2019-2020 Student Progression Plan will be made public and, after 30 days, a public hearing and a vote will be held to give consideration to the proposed modifications. The consideration of these changes will allow the district to be in compliance with legislation.

Strategic Plan Goal

1.1 Develop a high quality and aligned instructional system

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

Recommendation

That the School Board approve the advertisement of revisions and notice of public hearing for the Student Progression Plan 2020 - 2021.

Contact

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

Financial Impact

None

Review Comments

Attachments

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



STUDENT PROGRESSION PLAN

~~2019~~ 20 - 2020 21

~~ADDISON G. DAVIS~~ DAVID S. BROSKIE
SUPERINTENDENT OF SCHOOLS
SCHOOL DISTRICT OF CLAY COUNTY

JANICE KEREKES
CAROL STUDDARD
TINA BULLOCK
MARY BOLLA
ASHLEY GILHOUSEN

DISTRICT 1
DISTRICT 2
DISTRICT 3
DISTRICT 4
DISTRICT 5

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DRAFT

INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule the administrative procedures required in state legislation. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

Florida Statute 1008.25 states:

Each district school board shall establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards.

FLORIDA STATE STANDARDS

Student Performance Standards in Florida are defined as the K-12 Academic Standards for the State of Florida, inclusive of the Next Generation Sunshine State Standards, and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND PLACEMENT

Student promotion in the Clay County School District is based upon an evaluation of each student's progress toward meeting the appropriate grade level expectations. Decisions regarding promotion and retention should be based on consideration of the following:

Progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards/Grade Level Expectations, district competencies and objectives and other data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.

Students who do not satisfactorily achieve established objectives for the grade or course to which they are assigned, may be assigned to the same grade for the next school year or

given alternative assignment. The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. The purpose is to provide assistance to students who do not meet district and state expectations for proficiency in ELA, science and mathematics and/or to improve behavior and attendance by way of interventions. The plan may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions that may include, small group interventions within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA; science and/or mathematics); consideration for ESE services; behavior contracts, attendance improvement plans, and other remedial activities as determined by the school district. A student's level of proficiency in the areas of reading, writing, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Science proficiency was added in 1999 with statewide measurement beginning in 2003. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school coursework (grades 6-12) or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, contracted academic services (previously approved), modified curriculum, exceptional education services, class size reduction, and suspension of other curriculum offerings in areas other than reading, writing, and mathematics or in those subjects specifically required for graduation in grades 9-12.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and junior high school years. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documentation by either the student's RtI Plan or the student's IEP.

Students scoring a Level 1 on the statewide assessment test in reading for grade 3 must be retained. It should be noted that no social promotion/Administrative placement (1008.25(6)(a) F.S.) is allowed. Florida statutes prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion, administrative placement or placement at the next grade level without regard for student mastery of the appropriate Florida Standards.

STATEWIDE STUDENT ASSESSMENT PROGRAM

All students must participate in statewide assessment tests at designated grade levels as required by S.1008.22 F.S. The primary purposes of the student assessment program are

to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

- Assess the annual learning gains of each student toward achieving the Florida Standards or Next Generation Sunshine State Standards appropriate for the student's grade level.
- Provide data for making decisions regarding school accountability and recognition.
- Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard diploma.
- Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- Provide information on the performance of Florida students compared with that of other students across the United States.

GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS

Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, setting and learning activities, and/or diagnostic and assessment procedures in eligible students as required by S.1008.22 F.S. The educational program shall provide services which support the program goals and lead to improved discipline. Student participation in such programs shall be for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

Students in grades 1-12 shall be eligible for participation in these programs based upon the following Early Warning System criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
 - Course failure in English Language Arts or mathematics during any grading period. A Level 1 score on the statewide, standardized assessments in English
 - Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).
- The student's attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- The student has one or more suspensions, whether in school or out of school.
- The student has a pattern of excessive absenteeism or has been identified as a

habitual truant.

- The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
- Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
- Severely threatens the general welfare of students or others with whom the student comes into contact.
- The student is identified by a school's early warning system pursuant to s. 1001.42(18)(b).
- "Second chance schools" means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. As partnership programs, second chance schools are eligible for waivers by the Commissioner of Education from State Board of Education rules that prevent the provision of appropriate educational services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings.

Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior high school, or high school level. Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of technical education, pre-employment training, and behavioral management. Such programs shall utilize instructional teaching methods appropriate to the specific needs of the student.

Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the effective, pedagogical, and content-related skills necessary to meet the needs of these students.

Each district providing a program for dropout prevention and academic intervention program pursuant to the provisions of this section shall maintain for each participating student records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned or the type of academic intervention services provided and an evaluation of the student's academic and behavioral performance while in the program. The school principal or his/her designee shall prior to placement in a dropout prevention and academic intervention or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt request, to the student's parent, guardian, or legal custodian. The parent, guardian, or legal custodian of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents or guardians of student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review

of any action by school personnel relating to such placement.

MILITARY FAMILIES AND TRANSFERS

The “Interstate Compact on Educational Opportunity for Military Children” was implemented to accommodate children from military families who have been transferred from one state to another. The purpose of the “Compact” is to make this transition as seamless as possible. The “Compact” applies to active members of the uniformed services, members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement, and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT

In the event that official educational records cannot be obtained by the parent, the sending school will furnish a complete set of “unofficial educational records.” When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. Copying fees will not exceed the reasonable cost of reproduction. If necessary;

- Upon enrolling the student, the receiving school will request official records from the sending school. Upon receipt of this request, the school will furnish the records within ~~ten (10) business~~ three (3) school days (not including staff holidays);
- Immunization records must be provided at the time of enrollment;
- Students should be allowed to continue their enrollment at the grade level in which they left the previous state regardless of age (including kindergarten). If the student(s) successfully completed a grade level in the sending state, they should be enrolled in the next highest grade level in the receiving state, regardless of age;
- Any student who transfers from an out-of-state public school and does not meet regular age requirements for admission to the receiving school will be admitted upon presentation of the information provided by the educational records. If transferring from an out-of-state nonpublic school and does not meet regular age requirements of the receiving school, the student will be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the student’s academic credit is acceptable under rules of the receiving school board. To be admitted into the receiving school, the transferring student must provide the following:
 - Official military orders showing that the military member was assigned to the state in which the child was previously enrolled and attended school. If the child was residing with a legal guardian and not the military member, a copy of the family care plan or proof of guardianship will be provided;
 - An official letter or transcript from the school authorities of the sending school showing attendance, academic and grade placement information;
 - Documented evidence of immunization;
 - Evidence of date of birth.
- When the student transfers before or during the school year, the receiving school

- will initially honor placement of the student in educational courses based on the student's enrollment in the sending state/school or based on the educational assessment conducted at the sending school. Continuing the student's academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement;
- In compliance with IDEA, the receiving school will initially provide comparable services to a student with disabilities based on his/her current "Individualized Education Program" (IEP) and make reasonable accommodations and modifications for incoming students with disabilities, subject to an existing 504 Plan, in order to provide the student with equal access to education. The receiving school may then perform subsequent evaluations to ensure appropriate placement and services;
 - School districts shall have flexibility in waiving course/program prerequisites for placement in courses/programs.

ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES

- A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, will be granted additional excused absences at the discretion of the Superintendent or Principal to visit with his or her parent/legal guardian.

GRADUATION OF CHILDREN FROM MILITARY FAMILIES

In order to facilitate the on-time graduation of children of military families, schools will incorporate the following procedures:

- Waive specific course requirements for graduation if similar coursework has been satisfactorily completed in the sending school OR will provide reasonable justification for denial. If a waiver is not provided to a student who would qualify to graduate from the sending school, the receiving school will provide an alternative means of acquiring coursework for that graduation to occur on time;
- Exit exams: Receiving schools will accept any of the following testing information:
 - Exit or end-of-course exams required for graduation from the sending state;
 - National norm-referenced achievement tests;
 - Alternative testing in lieu of testing requirements for graduation in the receiving state.
- Students transferring under the "HOPE Scholarship Program" are eligible for all programs offered by the District or a school.
- In case a student transfers during their senior year and is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student met the graduation requirements from that school.
- Clay Virtual Academy students from military families that move from Clay County but maintain residency in Florida and a mailing address in Clay county that is checked regularly may remain enrolled in Clay Virtual Academy. Due to onsite

state testing requirements, most will want to continue enrollment as a homeschooled student.

ELIGIBILITY

- Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law will be sufficient for the purpose of enrollment and all other actions requiring parental participation and consent;
- A transitioning military child who is placed in the non-custodial parent or other person standing in loco parentis, may continue to attend the school in which they are enrolled while residing with the custodial parent;
- The school will make every effort to obtain eligibility privileges for extracurricular activities, regardless of application deadlines, working in conjunction with the state high school athletic association, to the extent they are otherwise qualified.

OVERSIGHT, ENFORCEMENT AND DISPUTE RESOLUTION

Please refer to the “Interstate Compact on Educational Opportunity for Military Children” for information related to disputes or controversies. In addition, contact the Clay County School District with questions pertaining to this subject.

ELEMENTARY EDUCATION (K-6)

ADMISSION AND DISTRICT REQUIREMENTS

Kindergarten (F.S. 1003.21)

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. **NO PROVISION FOR EARLY ADMISSION TO KINDERGARTEN EXISTS.**

First Grade (F.S. 1003.21)

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- Enrollment in a public school; or
 - Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21.
- NO PROVISION FOR EARLY ADMISSION TO FIRST GRADE EXISTS.**

First Entry to the Clay County District Schools

Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- Proof of date of birth for kindergarten and grade one students. (F.S. 1003.21) If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in Florida Statute 1003.21:
 - A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
 - An insurance policy on the child's life that had been in force for at least two years;
 - A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
 - A passport or certificate of arrival in the United States showing the age of the child;
 - A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
 - If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

A homeless child, as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.

- A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12. Required immunizations include (F.S. 1003.22):
 - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
 - Two or three doses of hepatitis B (HepB) vaccine
 - Three, four, or five doses of polio vaccine *
 - Two doses of measles-mumps-rubella (MMR) vaccine
 - Two doses of varicella vaccine for K-8 **
 - One dose of varicella vaccine for grades 10-12

*If fourth dose of vaccine is administered prior to fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.

**Varicella vaccine is not required if varicella disease is documented by health care provider.
- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- Social Security Number (District request)

TRANSFER DISTRICT REQUIREMENTS

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in F.S. 1003.21 and F.S. 1003.22 and will be subject to the following conditions (this includes HOPE Scholarship Program transfers):

In-State Transfers from Nonpublic Schools to Kindergarten

Students transferring from a nonpublic Florida Kindergarten to the Clay County District Schools must provide:

- Evidence of date of birth (five years of age on or before September 1)
- Proof of immunization
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

In-State Transfers from Nonpublic Schools to First Grade

Pupils transferring from a nonpublic first grade must provide:

- Evidence of successful completion of kindergarten in a nonpublic Florida school
- Evidence of date of birth (six years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months
- Proof of immunization and

- Social Security Number (District request)

Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- Evidence of immunization against communicable diseases as required by F.S. 1003.22 on a Florida 680 or 681
- Evidence of date of birth in accordance with F.S. 1003.21
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

Home Education Program Entry or Reentry (FS 1003.21/1002.41)

When a student is transferring into Clay County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- Age and maturity;
- Standardized achievement test results;
- Previous record in public and private schools which include state assessments and;
- Evidence of work and achievement while in home education

Final grade placement will be determined by the principal at the end of four weeks (6A 1.09)

Assigning Grades to Transferring Students

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled**.

Transfers from one CCSD elementary school to another will be through Focus.

Assigning Report Card Grades

Receiving schools shall assign progress report grades when the student has been enrolled in the school fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

In no way will an academic penalty be used for a "code of conduct" violation with the exception of cheating or plagiarism.

Conversion Chart (Grades 3-6)

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

A+ = 100	A = 95	O = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 75
D+ = 69	D = 65	U = 59
	F = 55	

Grades earned outside **of the** School District of Clay County should be averaged to obtain the year's average using the conversion chart. A notation in the comment section should denote grades and where they were earned.

Change of Class/Courses of Clay County Students

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year based on (1) the teacher's out-of-field certification status or (2) personal preference. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within **2 two** weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, parent is notified with explanation given.
- Consistent with School Board rules and in accordance with state statute (1012.28(5)F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in a program(s) or classes.

ELEMENTARY INSTRUCTION

PHYSICAL EDUCATION AND RECESS

Florida Statute 1003.455 requires each district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles. K-5

students and 6th grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- required to enroll in a remedial course
- parent indicates in writing to the school that:
 - parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
 - student is participating in physical activities outside the school equal to or in excess of mandated requirements.

“Free-play” recess will be included in the elementary day for grades K - 5 for 120 minutes weekly. (HB 7069)

REGULAR PROGRAM

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curriculum. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. (Chapter 1001, Part II). Schools may also offer courses in art, music, media, and/or technology. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Florida State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

HOMEWORK (SDCC Policy 4.40)

Homework is defined as assignments which support specific concepts taught during the school day. Incomplete class work is not considered to be homework, but rather a continuation of the student’s daily class work responsibility. Because all Clay Virtual Academy course work is completed outside the traditional classroom, this policy does not apply to CVA students.

Homework should not exceed 20-30 minutes for K-3 or 30-45 minutes for 4-6. Individually assigned, rather than class assignments, are strongly recommended. No homework is to be assigned over school holidays. No homework is to be assigned during statewide assessment tests.

MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA); therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

- Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
- Evidence-based curriculum and instructional approaches have a high probability of success for most students.
- Instruction is differentiated to meet individual learning needs.
- Reliable, valid, and instructionally relevant assessments include the following:
 - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
 - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and

- evaluating instruction/intervention effectiveness.
- Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
- Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
- Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
- Student response to instruction/intervention (MTSS) data are used to guide meaningful decision making.
- Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
- Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
- All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

Problem Solving Process

The problem-solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:

Step One: Define the problem of goal by determining the difference between what is expected and what is occurring.

Step Two: Analyze the problem using data to determine why the issue is occurring.

Step Three: Develop and Implement a Plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal.

Step Four: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress-monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed-through grade level/content area

team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student's deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended.

If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Intensive remedial instructional strategies may include but are not limited to:

- Summer school coursework (Grades 3 and 6)
- Extended day services (before or after school tutoring)
- Parent tutorial programs (if appropriate)
- Contracted academic services (previously approved by the district)
- Exceptional Student Education
- Suspension of curriculum other than reading, writing, and mathematics, and science
- Intensive skills development programs
- **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- Implementation of a positive behavior support plan
- Remediation plan to help the student with make-up work
- Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).
- Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3rd grade statewide, standardized ELA assessment are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).

A review shall be conducted of MTSS Plans for all retained third grade students who did not score above Level 1 on FSA and did not meet one of the Good Cause exemptions. The Plan must address additional supports and services needed to remediate the deficiency.

When to consider starting an MTSS Academic or Behavior Plan

Academic Considerations

	READING	MATH	WRITING
K-2	<ul style="list-style-type: none"> Consistently scoring in the red success zone on a Clay established benchmark assessment Scoring in the yellow success zone of a Clay established benchmark assessment if supported by other data Teacher, parent, or other instructional personnel recommendation Report card reflects skills not mastered as expected for grade level 	<ul style="list-style-type: none"> Scoring at the at-risk level on a Clay established benchmark assessment if supported by other data sources Teacher recommendation Report card reflects skills not mastered as expected for grade level 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates weakness in writing skills
3-6	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher, parent, or other instructional personnel recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on FSA for the two previous school years Required for retained 3rd grade readers 	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on or FSA for the two previous school years 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates weakness in writing skills

Behavioral Considerations

K-6	<ul style="list-style-type: none"> Discipline referrals, Clay Behavior Universal Screener, Schoolwide Positive Behavioral Interventions and Supports (PBIS) data Students who exhibit externalizing or internalizing behaviors Students who present many behavioral challenges in and out of the classroom Students experiencing in-class consequences but do not get discipline referrals Students in ESE settings who may still need additional behavioral supports Teacher, parent, or other instructional personnel recommendation
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READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25)

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Reading Scholarships

FS 1002.411 provides reading scholarship accounts for students. Contingent upon available funds, and on a first-come, first-served basis, each student in grades 3 through 5 who is enrolled in a Florida public school is eligible for a reading scholarship account if the student scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.

For an eligible student to receive a reading scholarship account, the student's parent must:

- Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; StepUpForStudents.org
- Submit eligible expenses to the eligible nonprofit scholarship-funding organization for reimbursement of qualifying expenditures, which may include: instructional materials, curriculum, tuition and fees for tutoring, summer education and after-school education programs designed to improve reading or literacy skills

By September 30, the school district shall notify the parent of each student in grades 3 through 5 who scored below a level 3 on the statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS ([Children in Need of Service](#)) petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

Habitual Truancy

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e).

If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S

If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
- The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
- The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Excused absences are: religious instruction/holidays, sickness, injury or other insurmountable conditions, absence for medical, clinical or therapeutic treatment of autism spectrum disorder, or absences due to participation in an academic class or program or as otherwise excused by the principal.

Students who have excused absences must be allowed to **make up missed work**. If a student has excessive absences, then he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day that a paper, project, test or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned prior to the absence is due the day the student returns. Work assigned during the absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established which indicates otherwise.

For unexcused absences, including out of school suspension, work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded. Work assigned and due during the time of an unexcused absence may be accepted for credit at the

discretion of the teacher.

Attendance for CVA is documented as follows:

- Students in grades K-5 must follow pace chart for each week;
- Students in grades 6-12 must stay on pace for each week (minimum of 5% per week);
- Any day a K-5 student does not log in is considered an absence if coursework is not up to date;

The Learnfare program requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced. (SDCC 4.54)

Per School Board Policy, Perfect Attendance is awarded to students that have been neither absent nor tardy. Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. To prevent parents from sending their child to school and then checking them out 30 minutes later, a student checked out prior to 10 a.m. will be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. (SDCC Policy 4.02 G)

ASSESSMENT (F.S. 1008)

Students in grades kindergarten through 6 are evaluated annually. **All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.** Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Education, for students with a 504 plan, and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP), 504 Plan or the English Language Learners Plan (ELL).

The Florida Standards Assessments (FSA) (<http://fsassessments.org>) elementary testing requirements are as follows:

Florida Kindergarten Readiness Screener (FLKRS) – (F.S. 1002.69) All school districts are required to administer the statewide screening based upon the VPK standards to each kindergarten student in the school district within the first 30 school days of the school year. Data will be used to identify students in need of intervention and support. Retained kindergarten students will not be screened. Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

FSA English Language Arts – Writing– The FSA Writing component is administered to all fourth, fifth, and sixth grade students. Results for the Writing Component will be combined with the FSA English Language Arts assessment for

one combined score.

FSA Mathematics – This test is administered to all students in grades 3, 4, 5 and 6.

FSA English Language Arts – This test is administered to all students in grades 3,4,5, and 6 in a separate assessment window from the FSA Writing component. Results from the English Language Arts assessment are combined with the FSA Writing component for one combined score.

Statewide Science Assessment – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

ACCESS 2.0 – This test is administered to all ELL (English Language Learner) students with a code of “LY” on the first day of the test administration window.

Progress Monitoring

- Clay County District schools will use the i-Ready reading diagnostic three times a year for reading progress monitoring in grades K-8. *K-3
- Clay County District schools will use the Achieve3000 LevelSet three times a year for reading progress monitoring in grades 4-10.
- Clay County District schools will use the i-Ready reading diagnostic three times a year for math progress monitoring in grades K-8.

Student performance on teacher developed commercially produced assessments determine grades on report cards. Required district achievement testing and statewide assessments do not impact the student’s report card grade.

ELIGIBILITY FOR ALTERNATE ASSESSMENT

FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines

All Florida students participate in the state’s assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

Per section 1008.22, Florida Statutes, and Rule 6A-1.0943 F.A.C., only students with significant cognitive impairment are eligible to participate in the FSAA program. Therefore, students with a primary disability category of SLD must not participate in the FSAA program and subsequently should not be enrolled in access courses that align to the FSAA program.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments.

All of the following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C

If the student meets all of the criteria for alternate assessment, the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If the student does not meet the criteria, the student should be instructed in general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score.

The four achievement levels are:

Level 1

Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

Level 2

Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

Level 3

Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

Level 4

Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learner (ELL) students, who have been in an English Language Program for less than two years and fail to meet district expectations on the state assessments in reading, shall be exempted for Good Cause from the third grade mandatory retention.

All English Language Learners (ELL) who are identified as LY, or active ESOL learners are required to take the annual ACCESS 2.0 assessment in accordance with Rule 6A-6.0902.

REPORTING PUPIL PROGRESS

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, social studies and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

REPORT CARDS - F.S. 1003.33

Student report cards will be issued every nine weeks. Incomplete work must be completed for a grade within two weeks of the last day of the grading period. This may not extend past the last day of school. Extensions for illness or incapacitating accident must be approved by the Principal.

Report cards will contain:

- The student's academic performance in each class or course grades 3-6 based upon examinations as well as written papers, class participation, and other academic

- performance criteria (performance will be considered at grade level unless otherwise stated)
- The student's conduct and behavior
- The student's attendance, including absences and tardies

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Students in Kindergarten – Second grade with significant cognitive disabilities and working on the Participatory or Supported Level *Florida State Standards Access Points* will be evaluated with a modified report card. **All other students will be evaluated with the standard grade level report card.**

REPORT CARDS K-1

The Report Cards for K-1 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health. These grades are evaluated through the use of the following scale:

- E - Excellent - Student consistently exceeds grade level expectations. (90% - 100%)
- S - Satisfactory - Student consistently meets grade level expectations. (70% - 89%)
- N - Needs Improvement - Student does not consistently meets grade level expectations. (60% - 69%)
- U - Unsatisfactory - Student does not meet grade level expectations. (59% and below)

Conduct and behavior is evaluated by the teacher using the following scale:

- O - Outstanding
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

REPORT CARDS 2-6

The Report Cards for 2-6 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health are evaluated through the use of the following scale:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Conduct and behavior is evaluated by the teacher using the following scale:

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Students may also participate in courses such as physical education, music, art and technology. Performance or nonperformance in these classes may be communicated by the teacher via the district's Parent Portal.

EVERY GRADING PERIOD, THE TEACHER WILL INDICATE WHETHER THE STUDENT IS WORKING ON (ON GRADE LEVEL), OR BL (BELOW GRADE LEVEL) FOR ALL CORE ACADEMIC SUBJECTS.

HONOR ROLL (GRADES 2-6 ONLY)

To be eligible for the Honor Roll in grades 2-6, students must be working **on grade level**. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all "A's" and/or "A's and B's" but are not working on grade level.

For "A" Honor Roll:

All "A's" are required in Language Arts, Math, Science/Health, and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward Honor Roll. To attain year-long "A" honor roll the student must attain "A" honor roll each grading period during the year.

For "A/B" Honor Roll:

Grades of "A" or "B" are required in Language Arts, Math, Science/Health and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward the Honor Roll. To attain year-long honor roll for "AB" the student must achieve honor roll each grading period during the year.

ELEMENTARY GRADE PLACEMENT K-6

State law (1003.21(2)F.S.) places the responsibility for the placement of students with the school district. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. School personnel should utilize available

resources to achieve parental understanding and cooperation regarding grade placement. **The final decision for promotion or retention is the responsibility of the building Principal (1012.28(5)F.S.).**

MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

PROMOTION

Promotion is based on mastery performance standards approved by the State Board of Education according to Florida Statute 1003.41 for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in reading, writing, science, and mathematics at each grade level as defined in the Florida State Standards. This also includes proficiency in statewide assessments below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account student learning style.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25). Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Standards Assessment.

Promotion, assignment, or retention normally will occur at the end of the school year or at

the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal.

Students in grade 6 must earn a promotion credit in Language Arts, Math, Science, and Social Studies to be promoted to 7th grade. To earn a promotion credit a student must earn a "D" or better on grade level in the subject area. A student may earn only one promotion credit in Summer School. A student can earn an additional promotion credit for promotion purposes through a state approved virtual instruction provider.

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade promotion, mid-year promotion, and subject-matter acceleration within the same school; virtual instruction in higher grade level subjects pursuant to S. 1002.3105 (2) (a).

Additional ACCEL options include enriched science, technology, engineering, and math (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options available within the principal's school.

STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS – RULE 6A-1.094222

Mid-year promotion of retained third grade students must occur during the **first** semester of the academic year.

To be eligible, a student must demonstrate that he/she:

- Is a successful and independent reader as demonstrated by reading at or above third grade level; **and**
- Has progressed sufficiently to master appropriate fourth grade reading skills; **and**
- Has at least a "C" average in reading, math, science, and social studies at the third grade level.

The student must be able to demonstrate that he/she has the ability to perform satisfactorily at a fourth grade reading level consistent with the month of promotion to fourth grade as presented in the ELA Curriculum Guides. Evidence of demonstration of mastery will be:

- Successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; **or**
- A score at the 45th percentile or higher on the SAT-10 reading test or iReady reading equivalent of the 50th percentile or above which is consistent with the month of

promotion to fourth grade.

To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:

- Be selected by the district;
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- Include evidence of mastery of the standards assessed by the grade 3 FSA ELA;
- Include evidence of beginning mastery of grade 4 standards. This includes multiple choice, text-based response, and passages that are approximately 50% literary text and 50% information text and;
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The RtI/MTSS Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

DETERMINATION REGARDING PROMOTION

The basis for making the determination regarding promotion should reflect student performance according to:

- Proficiency with state standards as determined by i-Ready diagnostic reports in grades K-8*
- Student growth as determined by i-Ready diagnostic reports in grades K-8*
- Classwork and formative/summative assessments (reported grades)
- Performance on required statewide assessments
- Other objective data presented by teacher (Achieve3000 Lexile Level, LLI Reading Level, etc.)

Recommendation of the Individual Education Plan (IEP) team.

ACCELERATION

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter

acceleration when the promotion or acceleration occurs within the principal's school.

The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance.

Acceleration Options:

- **Whole Grade Promotion** – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, **the student will be returned to the former placement.**
- **Mid-year Promotion** – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.
- **Subject Matter Acceleration** – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options.

STUDENTS WITH DISABILITIES

Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be determined by the IEP team and based on the student meeting the goals and objectives on the Individual Education Plan. See Good Cause regarding mandatory grade 3 retention if applicable.

REMEDIATION

REMEDIATION K-6

A student exhibiting substantial reading difficulty must receive intensive reading instruction both during and outside the literacy block. Remediation should also be supported in the content area subjects. This must occur immediately following the identification of the reading deficiency. The student must continue to be given reading

instruction until the deficiency is remedied.

Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:

- Additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
- Implementation of an individual intervention plan developed, in conjunction with a parent or guardian that is designed to assist the student(in meeting state and district expectations of proficiency.
- Contingent upon available funds, access to the "Reading Scholarship Accounts" program.

SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE) **(F.S. 1003.4156)**

In order to be promoted to grade 9, junior high students must successfully complete the following during their 6th, 7th and 8th grade years:

- 3 **courses** in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school **credit**, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)
- 3 courses in Social Studies (one of which must be Civics which includes a statewide, standardized EOC that constitutes 30% of the student's final grade. A middle grades/junior high student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two-year-long courses in social studies that include coverage of civics education.)
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)
- F.S. 1003.455 Requires one semester of physical education each year for students enrolled in grades 6-8.

Sixth grade students who score Level 1 or 2 on the FSA ELA must complete a remedial course or a content area course in which remediation strategies are incorporated in course content the following year. Students scoring a Level 2 on FSA Reading will be assessed

at the end of the sixth grade to determine placement in intensive reading or placement in a content area reading course in seventh grade.

Sixth grade students who score Level 1 or 2 on the FSA Math must receive remediation that may be integrated into the required math course the next year. Refer to page 19 for requirements of RtI Plans for students scoring Level 1 or 2 on FSA.

SIXTH GRADE FAST TRACK PROGRAM

This program allows selected 6th grade students to be promoted to the junior high should they meet the following criteria:

- Student with 2 or more retentions
- Student who is 13 years of age on or before September 1st
- Student must attend summer school
- Principal recommends for Fast Track; requires District Office approval

Contact the school guidance counselor for more information.

RETENTION

GENERAL REQUIREMENTS

Students failing to achieve district levels of expectation **must** receive remediation. If, after remediation, they are still deficient, they **may** be retained.

Recommended Steps for Retention Consideration

- Identify potential students and verify whether the students are receiving support services through an active monitoring plan or Individual Education Plan or 504 Plan.
- In consultation with the principal, teachers will notify parents **prior** to the last nine weeks of the school year.
- Students who have difficulty meeting promotion requirements should be evaluated for retention by the professional team (administrator, teacher, and counselor). Consideration should be given for a referral to the Response to Intervention Team/MTSS, Student Services Team, and/or counseling.

No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should determine if a student is ready for the work of the next grade level.

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

The school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

Students in grades K-6 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25)

It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

If the student's reading deficiency is not remedied by the end of the grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.

If a grade 3 student transfers after the administration of the Florida Standards Assessment, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade. The assessment, identified by the state, is the SAT-10 or iReady Reading. The student must score 45% or higher on the SAT-10 or 50th percentile or higher on the iReady diagnostic to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause".

Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause".

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FSA is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.

Each school district shall conduct a review of MTSS Plans (or Individual Education Plans for students with disabilities) for all retained third grade students who did not score above

Level 1 on the FSA ELA and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.

Third grade students who are retained must be provided intensive interventions in reading to eliminate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.

Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a Good Cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.

The school district shall require a student portfolio to be completed for each retained third grade student.

Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including scientifically research-based reading instruction and other strategies, which may include, but are not limited to: integration of science and social studies content within the reading block; small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year (summer reading camps).

Provide students who are retained with a highly effective teacher.

Retained third grade students who have received intensive instructional services who subsequently score Level 1 must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

EXEMPTION FOR GOOD CAUSE

GOOD CAUSE EXEMPTIONS FOR GRADE 3

The district school board may only exempt students from mandatory retention in grade 3 for Good Cause. Good Cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.
- Students with disabilities whose Individual Education Plan indicates that participation in FSA is not appropriate.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (SAT-

- 10 alternative assessment/iReady reading).
- All grade 3 students new to the county or students who missed the reading portion of the FSA will be administered the an alternative assessment prior to the end of the school year. All grade 3 students who scored Level 1 will also take the SAT-10 at the end of Summer Reading Camp.
 - To promote a student using the SAT-10 as an alternative assessment Good Cause exemption, the grade 3 student scoring at Level 1 Reading FSA must score at or above the 45th percentile on a parallel form of the SAT-10. The SAT-10 may only be administered **TWO** times. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student's Reading FSA scores or during the last two weeks of school, whichever occurs first, for student promotion purposes. The iReady scale score requirement for promotion is Reading 535 or higher.
 - To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
 - be selected by the district student's teacher;
 - be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - include evidence of mastery of the standards benchmarks assessed by the grade 3 Reading FSA ELA (2015);
 - include evidence of beginning mastery of grade 4 standards. Benchmarks that are assessed by the grade 4 Reading FSA (2015). This includes multiple choice, short text-based response, and extended response items and passages that are approximately 5060% literary text and 5040% information text, and are between 100-900 words with an average of 500 words. **For each benchmark, there must be three examples of mastery as demonstrated by a grade of "70%" or better;** and
 - be signed by the teacher and the principal as an accurate assessment of the required reading skills.
 - Students with disabilities who participate in the FSA **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K, 1, 2, or 3.
 - Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a monitoring plan (or Individual Education Plans for students with disabilities) that included specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
 - Students who have already been retained once in 3rd grade.

PRINCIPAL'S RESPONSIBILITY – GOOD CAUSE (F.S. 1008.25)

Requests for Good Cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing MTSS Plan, Individual Educational Plan, if applicable, report card, and student portfolio.
- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted based upon good cause guidelines, the principal should complete a good cause attestation form and send it to the District Reading Department. The student should be coded as promoted within the FOCUS database.

PROMOTION (K-2, 4-6)

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision is the responsibility of the principal.**

A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following reasons shall be the determining factor when making this decision for promotion:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a monitoring plan.
- Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
- Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on an MTSS Plan (or Individual Education Plans for students with disabilities) that includes specialized diagnostic information and specific reading strategies.

Request for exemption from retention for any student (K-2 or 4-6) with continuing reading deficiencies must be consistent with the following:

- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the

student's academic record. Such documentation can consist of the existing MTSS Plan, IEP, report card, student portfolio, or alternate testing and evaluations.

- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, he/she will sign the report card and indicate **promoted**. A statement will be added to the report card stating the data on which promotion is based.

For third grade students see Section on Mandatory Retention in Grade 3.

A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade grouping. Parents will be notified, in writing, of this placement.

Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.

Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FSA as determined by the State Board. See Mid-Year Promotion.

The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advanced grade. Parents will be notified of the placement, and it will be documented in the student's record.

The principal should receive input from the Exceptional Student Education student's Individual Education Plan or Educational Plan regarding the appropriateness of placement.

EXTENDED DAY PROGRAMS

DEFINITION

The definition for extended day programs includes academic tutoring programs during the regular school term. Elementary schools, within the district, may provide academic tutoring before or after school, Saturdays or other days that ~~school~~ are not regular school days in addition to Summer Reading Camp. The purpose of the extended day program is to provide support for the students at risk of academic failure during the school term instead of waiting until the summer to provide remedial instruction.

The principal's approval to recommend the student for academic tutoring or Summer Reading Camp should be made on the basis of the student's need to meet the district and state levels of performance in reading and writing. Grade 3 students who score Level 1 on the Florida Standards Assessment will be targeted for Summer Reading Camp.

STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP

Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current monitoring plan or who meet individual school criteria for eligibility for available tutoring.

Students in grade 3, mandatorily retained, will be given the opportunity to attend Summer Reading Camp. The purpose of summer reading camp is to provide intensive reading remediation and to provide retained students with an additional opportunity for promotion to fourth grade. The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days he/she will be dropped from summer reading camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardy or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.

Students may make prior arrangements to take the SAT-10 at their district school on the last day of reading camp if they are taking remedial instruction through a private program.

In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.

English Language Learner (ELL) students are eligible.

Sixth grade students may attend summer school to remediate one course. A student can earn an additional promotion credit for promotional purposes through a state approved virtual instruction provider.

On a case by case basis Principals may determine whether previously retained, over-aged sixth graders may benefit by repeating one summer school course to be "conditionally promoted" to 7th grade where additional remediation must occur. (See Secondary PPP)

REQUIRED PROGRAM OF STUDY K-6

The required program of study for elementary students in Clay County District Schools reflects state and local requirements for Elementary Education, including but not limited to, the Florida State Standards.

SPECIAL PROGRAMS AVAILABLE

TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES

Title I is a federally funded program designed to supplement basic education in core curriculum area of reading, math, science, and writing.

VIRTUAL SCHOOL (F.S. 1002.45)

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. Students taking CVA for full time enrollment outside of Clay County must be released from their county of residence.

CVA offers full time/part-time enrollment as a franchise of Connections and FLVS, but also offers other full time programs through Pasco County Virtual School and FLVS (full time and flex). Part-time classes are available for students in 6 grade for any student who wishes to take additional classes and for 4th and 5th grade students who qualify based on state assessments. Elementary students who enroll directly with FLVS/Connections Academy as a school choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and require administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester.

CVA STUDENT CONTACT AND DROP POLICY

Students are required to follow a pace chart (secondary) or scheduler (elementary). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the first 21 days with passing grades or they will be withdrawn from their course(s) at that point. Students who do this will be withdrawn without a grade NG. Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add

courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online. Administrators and guidance counselors will interpret this.

VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)

The free Voluntary Prekindergarten Program will be offered at selected school sites during the summer and during the regular school year. Parents must provide transportation. In order to be eligible, the parent/guardian must:

- Provide a certificate of eligibility from Episcopal Children's Services.
- Provide a registered birth certificate indicating the child will be four years old on or before September 1st of the year of participation in VPK. They must be eligible to enter Kindergarten in the fall following VPK.
- Provide a physical dated within one year of the school entry date. Exemptions will be granted on religious grounds upon receiving written request from parents/guardian stating objections to the examination (F.S. 1003.22). A homeless child as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.
- Provide a valid DH 680 Florida Certificate of Immunization or DH 681 Florida Certificate of Religious Exemption for Immunization. This is the only document schools are permitted to accept as proof of immunization.
- Provide a Social Security Number (District request).

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student's current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments,

regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

~~DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS~~

~~MULTI-TIER SYSTEM OF SUPPORT~~

~~Within a multi-tiered system of supports, resources are allocated in direct proportion to student needs. Data will be collected at each tier and used to measure the effectiveness of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. (See Multi-Tiered System of Supports)~~

~~EXCEPTIONAL STUDENT EDUCATION~~

~~Programs are available to students determined eligible for exceptional student education (3-21 years of age) as described in the Exceptional Student Education Policies and Procedures document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general statewide assessment are addressed in the student's Individual Educational Plan. Gifted education, for qualified students, is available K-12.~~

~~HOSPITAL/HOMEBOUND~~

~~This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.~~

SECONDARY EDUCATION

ARTICULATED ACCELERATION

Articulated acceleration will serve either to shorten the length of time necessary for a student to complete the requirements associated with a postsecondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses and Preliminary IB courses
- Advanced International Certificate of Education (AICE)
- Virtual Education Options; including CVA and Florida Virtual School (FLVS)
- Industry Certifications that articulate to Post secondary credit as identified by the Florida Department of Education, Gold Articulation Agreements.

Schools will notify parents of students currently in/or entering high school of the opportunity and benefits of accelerated coursework.

It is the policy of the School District of Clay County to purchase tests for students who meet the following criteria involving AP, IB and AICE tests:

- A student must be enrolled in the course in order to be eligible to take the exam, except in the case of CAP for AP tests;
- The student must earn a “C” or higher in order for the school to purchase a test for that student, except in the case of CAP for AP tests;
- CAP students and home-schooled students who are not enrolled through Clay Virtual Academy but wish to take an exam may do so at a non-refundable fee (the cost of the test at that time). Checks must be made payable to the “School District of Clay County.”

Dual Enrollment – Students, who qualify for Dual Enrollment may take certain college classes from specified institutions within the Florida Postsecondary Articulation Agreement and receive high school and college credit. These classes have no tuition fees and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school guidance office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released for the courses from the high school campus since these courses would be considered part of their daily schedule. Dual Enrollment courses shall not be combined with any other course.

Early Admissions – Early admissions is a form of dual enrollment permitting high school

students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Career early admissions is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44. These students are entitled under rule and law to all rights and privileges allowed for all seniors included, but not limited to, participation in class activities (i.e. grad night, prom, etc.), rank in class, and eligibility for class Valedictorian or Salutatorian.

ASSESSMENT EXEMPTION

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including FAA if based upon medical documentation from a physician that the student is medically fragile and needs intensive care due to a condition such as congenital disorder or acquired multi-system disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The student, if the IEP determines that the student qualifies, has the following options:

- One year exemption, if approved by the superintendent, from all statewide assessments.
- One to three year exemption, if approved by the superintendent, from all statewide assessments.
- Permanent exemption, if approved by the superintendent, from all statewide assessments.

ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and

intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

HABITUAL TRUANCY

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, the primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

- If the parent or guardian in charge of the student refuses to participate in the

- remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e)..
- If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S
 - If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3)). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sick, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
 - The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
 - The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal

to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Pertaining to children of military families, students may receive 5 excused days when the absences are due to a parent/guardian leaving for active duty, on leave from active duty or returning from deployment (FS-1000.36).

In no instance will an academic penalty be used for a "Code of Conduct" violation.

Attendance for Clay Virtual Academy students will be documented as follows:

- Students in grades K-5 must log in each school day;
- Students in grades 6-12 must follow their pace chart and be on pace;
- Any day a K-5 student does not log in is considered an absence unless otherwise approved by a CVA administrator or guidance counselor;

- Any week a 6-12 student completes less than their pace chart % of the coursework, an absence equal to the percentage below 5 will be documented unless otherwise approved by a CVA administrator or designee.

Perfect Attendance is awarded to students that have been neither absent or tardy.

Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. If a student is not in attendance for half of the school day he/she would be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. -(SDCC Policy 4.02 G) Clay Virtual Academy students are not eligible for perfect attendance.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The “Bright Futures Scholarship Program” is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within 3 years of high school graduation. If a student enlists directly into the military after graduation, the 3-year period begins upon date of separation of active duty. If a student has a full-time religious or service obligation lasting at least 18 months, the two-year eligibility period for an initial award and the five-year period for renewal begin upon completion of the obligation. The “Bright Futures Scholarship Program” is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the “Florida Academic Scholars” and “Gold Seal Programs”. High school guidance departments can provide specific details about meeting the program's criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- 4-Levels of scholarship awards – Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV); Florida Gold Seal CAPE Scholars (GSC)
- For all 4 awards, the student must earn a Florida high school diploma and meet the requirements for the specific award.
- Each award has its own academic requirements, award amounts and funding length. A student may receive funding for only one award with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average or Industry Certification depending on the level received.
- Achieve the required SAT, ACT or PERT test scores for the level received
- Perform required number of voluntary service hours based on the level received

More information about the Bright Futures program, along with other Florida scholarship opportunities, can be found at www.FloridaStudentFinancialAid.org.

CALCULATING GRADES AND GRADE POINT AVERAGE

Semester grades will be calculated by multiplying each quarter (9-weeks) numeric grade by .45 (45%), multiplying the semester exam by .10 (10%), and adding the products together. For semester courses, a final average of “60” and above equals ½ credit. Courses that have “End-of-Course” (EOC) exams will receive full credit at the conclusion and then have the GPA calculated. For athletic purposes, the semester grades will be calculated to determine eligibility status.

The District will maintain a one-half credit earned system including full-year courses with credits posted after each semester. For year-long courses, if a student fails one semester, but passes the other semester with a high enough grade to achieve a passing average for the year, the student will receive a full credit (1) for the course. For courses that require an “End-of-Course” assessment which is 30% of the final grade, the District will determine the calculations and disseminate to the schools. The primary responsibility for assigning grades rests with the teacher with final approval of the Principal. Parents and students are urged to contact the school about this calculation. Please see the section on “Graduation Options” for more information about EOC’s and diplomas.

In calculating GPA for graduation and eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. “WP” and “WF” indicators in virtual courses are not counted in the GPA calculations. Quality points are assigned by each semester average (A = 4, B = 3, C = 2, D = 1, F = 0). Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a “Standard,” “Scholar,” or “Merit” diploma. All credit-earning courses taken in grades 7-12 and through virtual programs will count in the cumulative GPA calculations. For purpose of class rank only credit earning courses taken in grades 9-12 and through virtual programs during those years will **be** counted. Courses in which “grade forgiveness” policies have been applied are exempt.

All courses designated as “Honors,” (this includes “Pre-AICE and Pre-IB”) will be weighted as “4.5” on the weight scale for Clay County schools. “Level 3” Career and Technical Education courses will be weighted on a “4.5” basis. Courses designated as “Dual Enrollment, Advanced Placement, AICE and International Baccalaureate” will be weighted at “5.0.”

CLAY VIRTUAL ACADEMY

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. CVA offers full time/part-time enrollment as a franchise of FLVS, but also offers other full time programs through other providers (local districts, virtual charter schools, and/or FLVS full time and flex). Students may opt to take 7th or 8th period courses through Clay Virtual Academy (a franchise of FLVS) or FLVS for acceleration, original credit or grade forgiveness. For more information please see your guidance counselor or cva.oneclay.net.

Secondary students who enroll directly with FLVS/Connections Academy as a school

choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Clay Virtual Academy is a school of choice and may not be able to accommodate all students.

- Clay County shall not deny access to any District approved online courses assuming that the desired online course(s) is an appropriate course placement based on the students' academic history, grade level, ability level and age appropriateness. This program is available to full-time and/or part-time students in virtual courses in 6-12 (FS.1002.45);
- CVA offers numerous courses during the school year, including Honors courses and Advanced Placement (AP) courses. CVA course grades are accepted for credit and are transferable. CVA is considered part of the Clay County school system and has accreditation status AdvancEd and the courses are approved by the NCAA;
- The student may participate at their zoned school's graduation if at the time of enrollment during their senior year they are in good standing with the zoned school. Any student recommended for an alternative educational setting for disciplinary reasons may not participate in the commencement exercises at their zoned school; including students who enroll at CVA in lieu of the recommended alternative educational setting.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester, nor after Survey 3.

STUDENT CONTACT AND DROP POLICY

Students are required to follow a pace chart. If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course ~~in the~~ within the first 21 days with passing grades or they will be withdrawn from their course(s). Students who do this will be withdrawn without a grade (NG). Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add

courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online.

COLLEGE READY TEST SCORES

<u>ACT</u> Reading 19 Math 19
<u>SAT</u> Verbal 440 Math 440
<u>PERT</u> Reading 106 Writing 103 Math 114

CORRESPONDENCE COURSES

Credit by “correspondence courses” shall not be accepted unless transferred in as part of an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value Acceptable nationally recognized accreditation organization.

COURSE SEQUENCING/JUNIOR HIGH SCHOOL COURSE SEQUENCING/JUNIOR HIGH SCHOOL

Students are generally required to enroll in a full year of mathematics, language arts, science, social studies and physical education courses in grades 7 and 8. (Please see the section entitled “Physical Education” to obtain more information on the P.E. waiver.) The core courses mentioned above are offered at various levels with the school making recommendations on the placement of the student. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course and/or a Visual and Performing Arts course for their elective.

Social Studies at the Junior High level includes a Civics course which has an EOC attached to the course counting for 30% of the students’ final grade. In addition, the student must pass the course in order to eventually be promoted to the 9th grade. The U.S. History course will include Florida History, the Declaration of Independence content and its² relationship to our government, the Federalist papers, and the U.S. Constitution.

Junior High students taking Algebra and Geometry will have an End of Course Exam (EOC) in addition to the 7th grade Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, Geometry and Civics EOC results account for 30% of the students' overall grade. Students in Junior High must pass the course with a "60" or above in order to receive the credit and be promoted. Students will have several opportunities to take the exam in order to receive the passing score.

Students in 7th and 8th grade may enroll in high school credit earning courses approved by the District. This enables the student to earn high school credits as well as meeting the junior high school promotional requirements. Clay Virtual Academy offers accelerated courses for qualified students that may allow Junior High students to accelerate into High School math, science, computers and business skills and/or foreign language credits. Common courses approved by the District for high school credit are: Algebra 1, Geometry, Spanish, Digital Information Technology (*The focus of this course is to teach students the "Microsoft Office Suite" software which will prove to be valuable to students whether or not they choose to take business classes in the future. Students must score a "Level 3" or higher on the 7th grade "Reading FSA" and possess proficient keyboarding skills to be eligible.*) and Agricultural Foundations. Digital Information Technology will count towards the Fine Arts/Practical Arts graduation requirements and is a full-year course. These courses will be offered based on demand and teacher availability. Students and parents should check with their assigned school about other credit earning courses.

COURSE SUBSTITUTIONS

For a complete list of secondary course substitutions, see the FLDOE Secondary Student Progression FAQs, Career and Technical Education (CTE) Course Substitutions and Course Code Directory.

Interscholastic Sport(s), Fine Arts, and Reserve Officer Training Corps

- Participation in an interscholastic sport for two full seasons will satisfy the one credit physical education requirement.
- Completion of one semester with a grade of "C" or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.
- Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one credit requirement in physical education and the one credit requirement in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

Career and Technical Education

Students may substitute up to two credits in each of the non-elective core subject areas of English, mathematics, and science as provided for in the Course Code Directory (CCD).

Career and Technical Education earnings that are used as substitution credits in one subject area may not be used as a substitute for any other subject area. Career and Technical Education substitutions and approved Industry Certifications substituting for math and science credits will not count toward state university system admission requirements.

Military Training

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass/fail) during the summer between the 11th and 12th grades provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored “Split Training Option” programs. Credit would be granted under the appropriate Junior ROTC course listing in the “State Course code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the DOE.

Local schools, with the approval of the Superintendent, may offer course substitutions as provided for in the Course Code Directory.

Local schools, with the approval of the Superintendent, may modify course delivery procedures to include extensive student involvement in field interpretations and studies outside the regular classroom. In all cases, total classroom and “field” time will equal the number of contact hours required to earn credit as well as providing for demonstrated mastery of student performance standards for each course. In the case of courses under the District Dropout Prevention Plan, course modifications as allowed by SBE Rule and Performance-Based programs, will be allowed for credit.

CREDIT ACCELERATION PROGRAM (CAP)

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a “End-of-Course” (EOC) exam, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) without having to actually be enrolled in the course(s). A student may earn high school credit in Algebra I, Geometry, U.S. History or Biology I if the student passes the statewide, standardized EOC without the requirement of enrolling in or completing the course. Students are eligible to take the EOC each time that it is offered by the state. Students are responsible for the expense of the AP or CLEP test itself and possible administrative costs.

The requirements and eligibility process to participate in the CAP program are:

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;
- The parent/student must notify the school counselor or Principal in writing in a timely manner regarding their desire to participate in the CAP process;
- Students/parents must supply evidence that they are prepared to sit for the assessment or that there is reasonable justification for the request. This evidence

includes, but is not limited to, previous FCAT/FSA scores, assessment, and grades earned in recent EOC associated courses;

- Obtain the Principal's approval to take the EOC/AP/CLEP test ;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation, but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. *Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.*

END-OF-COURSE (EOC) EXAMS

Some courses require “End-of-Course” (EOC) exams. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the graduation requirement. Students, who score a Level 1 or 2 on the Algebra I EOC, may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOC’s are also required in Civics (7th grade – 30% of the students’ overall grade), Geometry (30% of the overall grade

for “Standard,” “Scholar” and “Merit” diplomas), Biology (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students); and U.S. History (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students). Please see the “Graduation Chart” for more information on graduation requirements. The District and school distributes information about EOC requirements, testing information and resources each year. Students in Junior High taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.

For Junior High students taking Civics, the EOC constitutes 30% of their grade. If a student transfers into a Florida public school after the beginning of the second semester of their 8th grade year, the student is exempt from the Civics requirement if:

- The student transcript documents passing three Social Studies courses.
- Or two year-long courses in Social Studies that include coverage of Civics education.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course (see information on CAP). Students in grades K-12 are eligible under the CAP. Home education students will not take the EOC unless the student’s parent chooses to use the EOC for the annual evaluation required by the school district as specified in section 1002.41 Florida Statutes. Homeschool parents should consult with Clay Virtual Academy about EOC’s. Students enrolled in Florida Virtual must take all required EOC’s.

Concerning students who transfer into Clay County from out of the country, out-of-state, a private school, or a home school, with a transcript that shows credit received in Algebra 1 or an EOC required course under the “Scholar” diploma status.

The transfer student is required to take:

- The Algebra 1 EOC assessment if the student is entering grade 9 and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act. After taking the Algebra I EOC at least one time, the student can satisfy the Algebra I EOC graduation requirement by achieving a score of “97” on the PERT.
- The Biology and U.S. History EOCs – for “Scholar” diploma students only – if the student entered grade 9 in 2013-14 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology and U.S. History EOC if seeking a “Scholar” diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOC’s and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a school choice scholarship, such as the McKay Scholarship, may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not required to participate in the EOC assessment. However, to meet the Scholar Diploma requirement in Biology and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student’s current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

FLORIDA SEAL OF BILITERACY

Students who attain a high level of competency in listening, speaking, reading and writing on one or more world languages, in addition to English, will be eligible for the “Gold” or “Silver” Seal of Biliteracy. This level of attainment will then be denoted on the student's diploma and transcript.

The purpose for recognizing students attainment of this proficiency is to: encourage students to study ~~for~~ world languages; provide employers with a method of identifying an individual with biliteracy skills who is seeking employment; provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admissions to the postsecondary institution; affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community. Students should consult with their school counselors in order to learn more about the standards of each level.

A. Silver Seal of Biliteracy

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 3 or higher on the English Language Arts/FSA assessment

B. Gold Seal of Biliteracy

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 4 or higher on the English Language Arts/FSA assessment

In the event that the student was not able to complete 4 years of a World Language for high school credit, there are other assessment and portfolio options that may be used to fulfill the course requirement. Students should consult with their school counselors in order to learn more about the standards, additional exam options, and performance of each level.

FOREIGN EXCHANGE STUDENT GUIDELINES

Only those organizations operating international exchange programs at the high school

level that are members in good standing of the “Council on Standards for International Educational Travel” (CSIET) will be allowed to place students in Clay County public schools. At no time will the number of exchange students allowed in a high school exceed one-fourth (1/4) of one percent of the total school population or more than five (5) from one organization. This provision may be waived with approval of the Superintendent of Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit the number per organization to five (5). All organizations or host families must have foreign exchange students registered with their respective schools no later than five (5) calendar weeks prior to the start of school for student each year

Under the standards prescribed by CSIET, the following policies must be met by the host family and the exchange program prior to enrolling:

- Written acceptance by the school principal or their designee prior to a host family being designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school;
- The level of the student’s English language proficiency, based on test scores from the ELTIS, must be provided to the District/School. If the student does not meet the minimum score requirement (218), the student will not be placed in a Clay County school. It is the goal of the District to make sure foreign exchange students have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment; appropriate background information and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;
- The student will be classified as a junior and must successfully complete/pass a minimum of six subjects in order to participate in graduation. Foreign exchange students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students in the District.
- All exchange students will be required to take American History, English III (American Literature), American Government, Economics, and a minimum of 3 electives. The only exception to the required courses will be if the home country required a specific curriculum for a student in a specific grade and the local school can reasonably meet the student’s course needs. Written documentation of this requirement must be included as part of the student’s records;
- Driver’s Education, if offered at the school, will not be allowed as a course for exchange students;
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- Foreign exchange students at no time will receive a Clay County diploma of any type nor participate in graduation ceremonies. They will be awarded a special certificate certifying that they successfully completed the course of study for

exchange students as prescribed by the School District of Clay County. These students will not take the FSA or other assessments that may be prescribed by the DOE since they will not be awarded a standard diploma.

- Exchange students will be limited to a one-year program or, if approved by the principal, a semester.
- Exchange students entering into Clay County high schools through immigration status require a J-1 Visa. To get a J-1 Visa the student must be in an accepted foreign exchange program.
- A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family's residence.
- A foreign exchange student may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) rules and policies.

FORGIVENESS “D” AND “F”

Students in grades 9-12 may retake a course in which they earned a “D” or “F.” The higher grade earned will be used in computing their GPA. This is to allow a student whose GPA is less than 2.0 to improve their GPA in order to meet the minimum graduation requirement. The grade forgiveness policy for required courses is limited to replacing the grade of “D” or “F” with a grade of “C” or higher earned in the same or comparable course. Elective courses may replace the grade of “D” or “F” with a grade of “C” or higher in any elective course. Year-long electives will replace year-long electives; semester electives will replace semester electives. Junior High students taking high school credit earning courses may forgive grades of “C,” “D,” or “F.” Once a “C” is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA.

GRADING SCALE

Florida Grading Scale for Grades 6-12 is:

Letter Grade	Progress	Numerical Equivalent	GPA Value
A	Outstanding	90-100	“4” point
B	Above Average	80-89	“3” point
C	Average Progress	70-79	“2” point
D	Below Average	60-69	“1” point
F	Failure	50-59	“0” point
I	Incomplete		

Students moving into Clay County shall have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

Letter to Numeric Grade Conversions

A+ = 100	A = 95	S = 80
B+ = 89	B = 85	N = 75
C+ = 79	C = 75	U = 59
D+ = 69	D = 65	
	F = 55	

If the student has not enrolled in school, schools will use a zero for the numeric grade.

GRADUATION EXERCISES/DIPLOMAS

- Students who meet the requirements for a “Standard,” “Scholar,” “Merit,” and “Certificate of Completion” shall be eligible to participate in graduation exercises, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome. Students, who fail to meet the minimum credits as prescribed by the School District of Clay County even though they have passed the state assessments, shall not participate in graduation exercises and shall not receive a “Certificate of Completion.” Students eligible for a “Certificate of Completion” shall participate in graduation exercises. It is also District and State policy that eligible students are:
- Allowed to graduate prior to their cohorts (the 24-credit option and 18-credit ACCEL option);
- Students who graduate prior to their cohorts may continue to participate in school and social events and other specifically named events as part of the student’s cohort, excluding athletics;
- Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

During all phases of graduation exercises, including rehearsals, Baccalaureate and commencement, students participating will not be differentiated as to diploma or “Certificate of Completion” except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be, “*Seniors*

of the class of ____are now certified as graduates or have completed their high school course of study as prescribed by the School District of Clay County and the State of Florida.”

“Certificate of Completion” – Students who meet all credit requirements for graduation, but fail to meet a state assessment requirement AND/OR the required GPA for graduation may be awarded a “Certificate of Completion.” Basic education students or students served under Section 504 of the “Rehabilitation Act of 1973” who receive a “Certificate of Completion,” or are eligible to receive a “Certificate of Completion,” may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma. The awarding of a “Certificate of Completion” applies to students choosing the 24-credit option and the 18 credit ACCEL option. A student who has not completed all requirements for the three-year option, including earning passing scores on the state assessments and achieving the required GPA, must be required to meet the 24-credit option and must attend high school for a fourth year.

It is the District’s policy that in order for a student to receive a diploma from the school in which they attended during their senior year must complete all requirements prior to the end of the summer school session. If the requirements are met after the beginning of school for the next year that student will receive an “Adult High School Diploma.”

GRADUATION OPTIONS

In July 2017, the Legislature amended laws related to the high school graduation requirements. Students entering grade nine in the 2014-2015 school year and forward have several diploma options. They are:

- **24-credit Standard option (with “Scholar” and/or “Merit Designations**
- **18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option**
- **International Baccalaureate (IB) Diploma curriculum**
- **Advanced International Certificate of Education (AICE) curriculum**

All of these graduation options include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. Students may change their selection of program options (24 credit and 18 credit ACCEL options) at any time during grades 9-12. Please refer to the “Graduation Requirement” charts in order to compare programs and the criteria for each type diploma.

A few points to remember when choosing a graduation option:

- Students selecting the IB program are committed to a four-year program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for 3 years. These students are still eligible for Florida Bright Futures

- Scholarships and qualify for acceleration programs (e.g.: AP, Dual Enrollment, etc.) if all criteria is met; High school credits awarded prior to the 9th grade will be counted toward the required credits for all graduation options;
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18 credit ACCEL option should contact those institutions as early as possible for specific admissions requirements;
 - Students must complete an online course to meet the graduation requirement (unless otherwise specified). Students in the IB, AICE, or 18 credit ACCEL programs are exempt from this graduation requirement. If an IB, AICE, or 18 credit ACCEL student withdraws or is removed from the program, they must fulfill this requirement.
 - Students in the AICE program are exempt from Physical Education and Fine and Performing Arts requirements. If an AICE student withdraws or is removed from the program, they must fulfill this requirement.

Below is a summary of the graduation requirements for diploma types:

24 Credit Standard Diploma

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign Language is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. At least one of the courses to meet graduation requirements must be [online](#).

- 4 credits in English Language Arts - major concentration in composition, reading for information and literature; Must pass the 10th grade FSA ELA or have a concordant score on a standardized test (ACT, SAT);
- 4 credits in Math – two of which must be Algebra 1 (must pass EOC and have exam count as 30% of course grade) and Geometry (must participate in EOC with results counting for 30% of final grade in course); two credits may be substituted with allowable industry certification that lead to college credit.
- 3 credits in Science – one of which must be Biology (must participate in EOC with results counting for 30% of final grade in course); Two of the 3 credits must have lab components; One (1) credit may be substituted with allowable industry certification that leads to college credit, Biology excluded; One (1) credit may be substituted with an identified rigorous computer science course with a related industry certification, Biology excluded;
- 3 credits in Social Science – 1 credit in U.S. History (must participate in EOC with results counting for 30% of final grade in course); 1 credit in World History; ½ credit in Economics with Financial Literacy; ½ credit in American Government;
- 1 credit in Fine and Performing Arts, Speech and Debate, or a specified Practical Arts course;
- 1 credit in Physical Education (includes integration of health)
- 8 credits in electives – elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores;

- 1 course from the above list must be an online course. This can be either a ½ or 1 credit course. The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate, OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining;
- 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work-related internships;
- The student must have a cumulative GPA of 2.0 or higher on a 4.0 scale.

“Scholar” Designation of Standard Diploma – same as above except for the following additions:

- Math – Earn 1 credit in Algebra II; Pass the Geometry EOC; Earn 1 credit in Statistics or equally rigorous course;
- Science – Must Pass the Biology EOC or earn minimum score for college credit on AP, AICE, or IB Biology I assessment; must take Chemistry or Physics; Earn 1 credit in a course that is equally rigorous to Chemistry or Physics;
- Social Sciences – Must Pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least 2 credits in a Foreign Language;
- Earn at least 1 credit in AP, IB, AICE, or Dual Enrollment course

“Merit” diploma – same as “Standard” diploma except for the following addition:

- Students pursuing a merit designation must attain one or more industry certifications.

International Baccalaureate (IB) Diploma

The IB program is a rigorous pre-university course of study leading to internationally standardized tests. The program’s comprehensive two-year curriculum allows its’ graduates to fulfill requirements of many different nations’ educational systems. Students completing IB courses and exams from six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 6) Arts and Electives. IB diploma candidates must demonstrate their mastery of course work by passing a battery of comprehensive written, and in some cases oral, examinations in the six subject groups. In addition, IB candidates are required to take the course, “Theory of Knowledge,” complete 150 hours of community service projects and extra-curricular activities, and to write an extended essay. Students in schools enrolled in IB courses do not have to pay to take the exams.

Advanced International Certificate of Education (AICE) Diploma

AICE is a program that is a rigorous pre-university course of study, leading to internationally standardized examinations under the Cambridge International Examination program. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations. AICE students are required to select seven tests, one test from each of four

major subject groups: Math and Science, Languages, Arts and Humanities, Global Perspectives and the remaining three examinations from any of the subject areas the student chooses with a maximum of two credits coming from the optional category..

The two schools in Clay County that offer the AICE program are Fleming Island High School and Oakleaf High School. The AICE program is considered an Academy and students must be either zoned for those schools in order to participate or among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact those schools.

For an AICE diploma, a candidate must earn the equivalent of seven credits by passing a combination of exams at either the full (one-credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from Global Perspectives and one course from each of the other three curriculum areas. Students in schools enrolled in the AICE courses do not have to pay to take the exams.

ACCEL (18-credit) Diploma

Students who choose this option are only required to earn 18 credits. The core credits (Math, Language Arts, Social Sciences, and Science) are the same as the standard diploma types. These students pursuing the ACCEL diploma option do not have to earn a Physical Education credit, the online course credit is not required, and only 3 elective credits are needed instead of 8 elective credits. All other requirements are still in effect.

Online Credit Graduation Requirement

Students may meet this requirement by completing and passing an online high school course offered by the following:

- Florida/Clay Virtual School;
- A district high school (traditional, franchise, or virtual charter);
- A postsecondary school as an online dual enrollment course;
- District virtual instruction programs; and
- A district middle school (high school level course)

Online course specifications and substitutions:

- Core course or considered electives, earning ½ credit or 1 full credit after course successfully completed.
- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List pursuant to s. 1008.44, F.S.,
- Passage of the information technology certification examination without enrollment in or completion of the corresponding courses.
- Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment of the corresponding course or courses.

Exceptions and Exemptions to Online Course Graduation Requirement

The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate OR to a student who transfers into a Florida public high school who has less than a year left in high school.

Students may also satisfy the online course graduation requirement by completing a blended learning course.

Due to the blended model of instruction in secondary intensive reading classes (online and offline learning), successful completion of a year-long intensive reading course satisfies the online course requirement for students. If a 9-12 grade student passes the FSA ELA Assessment re-take or earns a concordant score, (s)he must remain in the intensive reading course for the full year in order to satisfy the online course requirement. If a student has already met the online course requirement outside of the intensive reading course and passes the FSA ELA Assessment or ACT/SAT in the fall, the student may exit intensive reading at the semester break.

Any student in grades 6-12 scoring a level 1 or 2 on FSA Reading Assessment must be screened using district-selected assessments. Students who pass the screeners will receive reading support within content area classes in order to fulfill their reading remediation requirement. Those students who do not pass the screeners must be placed in an intensive reading class.

Graduation Requirements/Diploma Options			
Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Designation	Graduation Requirements of 24-Credit "MERIT" Designation
English	4 credits in Language Arts MUST PASS 10 th grade FSA ELA assessment	4 credits in Language Arts MUST PASS 10 th grade FSA ELA assessment	4 credits in Language Arts MUST PASS 10 th grade FSA ELA assessment
Mathematics	4 credits: 1 credit must be Algebra I (MUST PASS EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits: 1 credit must be Algebra I (MUST PASS EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; MUST PASS EOC) 1 credit in Algebra II 1 credit in Statistics or equally rigorous course.	4 credits: 1 credit must be Algebra I (MUST PASS EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.	3 credits: 1 credit in Biology 1 (MUST PASS EOC) 1 credit in Chemistry or Physics 1 credit in equally rigorous course	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.
Social Studies	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (MUST PASS EOC) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy
World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Fine and Performing Arts, Speech and Debate, or Practical Art	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.
Electives	8 credits	Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits
On-line Course Requirement	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students MUST PASS: <ul style="list-style-type: none">Grade 10 FSA ELA (or ACT/SAT concordant score)Algebra I EOC (or ACT/SAT concordant score or a comparative score on the PERT for students who entered 9th grade before 2018-19)		
Special Note: *For the Standard Diploma and Merit Diploma the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.			

GRADUATION REQUIREMENT: CPR TRAINING

For students entering the ninth grade in 2017-18 and thereafter, compression only cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements:

- The twenty-four (24) credit standard diploma option will require compression only CPR and AED instruction.
 - CPR and AED will be taught in the Personal Fitness course, traditionally or virtually.
 - Additional instructional opportunities may be provided through another appropriate course or school-related activity.
- The instructional program must meet the following requirements:
 - The instruction will be in compliance with the American Heart Association, American Red Cross, or a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines for compression only CPR.
 - Instruction will include the core cognitive and psychomotor skills associated with compression only CPR.
 - Instruction will include appropriate use of an AED which may be taught electronically (e.g video).
- Schools will provide compression only CPR instruction or will arrange for instruction by community-based providers.
 - Compression only CPR/AED instructors are not required to be certified teachers.
 - Certified teachers providing compression only CPR/AED instruction are not required to be certified trainers of compression only CPR/AED.
 - Students are not required to earn compression only CPR/AED certification to successfully complete the instruction.
 - Students who are physically and/or cognitively unable to perform the training will be exempt from this requirement. Schools will make this determination in accordance with the student's Individualized Education Program (IEP).

The superintendent or designee shall be responsible for ensuring that schools comply with the requirements as outlined in this policy.

HIV/AIDS

All students are given instruction in computer literacy, metrics, consumer education, effects of alcohol and drugs, the importance of kindness to animals, conservation of natural resources, child abuse, and an opportunity to enroll in Driver's Education (if offered). In addition, in grades 7 and 8, instruction will be given through the science courses in (required of each school per state law):

- Personal hygiene

- Substance abuse
- Human sexuality
- HIV/AIDS, communicable diseases as per state law

Updated and factual School board adopted curricula related to human sexuality, Human Immunodeficiency Virus infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into science courses for junior high and Personal Fitness for high school. Instruction shall address human reproduction, fetal development, pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities.

HOME EDUCATION

“Home Education Program” is defined in F.S. 1002.41

Clay County secondary schools, ~~this includes~~ **including** Clay Virtual Academy, are accredited by the AdvancEd. A student seeking to enter or re-enter a Clay County public school from a home educating program or a non-accredited school must meet all entrance requirements (state and district) that any other student must meet. The student will be enrolled at the appropriate grade level based on validated academic performance. A student may enroll full (K-12) or part-time (6-12) in Clay Virtual Academy and remain homeschooled.

All transfer work from a home education program other than Clay Virtual Academy or FLVS or accredited program, will be posted on a “pass/fail” basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam. F.S.1006 allows home schooled students to participate in interscholastic extracurricular activities of their attendance zoned school. The home education student must meet the same requirements of grades, residency and behavior as required of other students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Ex.: ROTC, Band, etc.). The home education student must register his/her intent to participate in extracurricular activities with the school before the beginning of the activity in which he or she wishes to participate. **The student standards for participation in interscholastic extracurricular activities begin with the student’s first semester of**

the 9th grade. If a student's cumulative GPA falls below 2.0 in the specified courses, the student must execute an academic performance contract with the district school board, the FHSA, and the student's parents. At a minimum, the contract must require the student to attend summer school to improve his/her GPA. A student must also maintain good conduct to remain eligible to participate in interscholastic extracurricular activities.

Home school students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District requirements. Should homeschooled students wish to graduate from a high school and receive that school's diploma; they must re-enroll for their entire senior year.

HONOR ROLL

The "Honor Roll" status of students will be based on the following criteria:

- The "A" Honor Roll will consist of all "A's" on or above grade level;
- The "A/B" Honor Roll will consist of all "A's or B's" on or above grade level;
- Unweighted grades are utilized for Honor Roll selection;
- Conduct grades do not count toward Honor Roll determination

INTERIM REPORTS

Parents or adult students must be notified in writing at a time during a grading period when it is apparent that the student may fail or is doing "Unsatisfactory" work in any course or grade assignment. It is imperative that contact take place to allow for an opportunity to use intervention strategies to correct deficiencies in academic areas. An acknowledgement of such notification should be obtained, if possible.

INTERSCHOLASTIC PARTICIPATION

To be eligible for interscholastic competition, a student must meet the following criteria:

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school based on school and District policies.
- The student's eligibility is also contingent upon meeting the policies established in the district's Code of Student Conduct.
- See School Board Policy 4.43 for complete eligibility information.

Summer school subjects shall be included in the calculation of the students' GPA of the previous semester for participation in extracurricular activities during the first semester of each school year. Seventh (7th) grade students shall be eligible for participating during the first semester provided they were regularly promoted from the 6th grade.

MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

- Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
- Evidence-based curriculum and instructional approaches have a high probability of success for most students.
- Instruction is differentiated to meet individual learning needs.
- Reliable, valid, and instructionally relevant assessments include the following:
 - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
 - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating

~~instruction/intervention effectiveness.~~

- ~~▪ Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.~~
- ~~▪ Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.~~
- Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
- Student response to instruction/intervention (RtI) data are used to guide meaningful decision-making.
- Job-embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
- Actively engaged administrative leadership for data-based decision-making is inherent to the school culture.
- All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

Problem Solving Process

The problem-solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:

- Step One: Define the problem or goal by determining the difference between what is expected and what is occurring.
- Step Two: Analyze the problem using data to determine why the issue is occurring.
- Step Three: Develop and Implement a Plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal.
- Step Four: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed-upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade-level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed through grade-level/content area team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams—with parent involvement—will continually monitor student progress and make appropriate intervention recommendations. If the student's

~~deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended. If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines.~~

~~Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.~~

~~Intensive remedial instructional strategies may include but are not limited to:~~

- ~~• Summer school coursework (Grades 3 and 6)~~
- ~~• Extended day services (before or after school tutoring)~~
- ~~• Parent tutorial programs (if appropriate)~~
- ~~• Contracted academic services (previously approved by the district)~~
- ~~• Exceptional Student Education~~
- ~~• Suspension of curriculum other than reading, writing, and mathematics, and science~~
- ~~• Intensive skills development programs~~
- ~~• **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.~~
- ~~• Implementation of a positive behavior support plan~~
- ~~• Remediation plan to help the student with make-up work~~
- ~~• Contingent upon available funds and on a first come, first serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).~~
- ~~• Contingent upon available funds and on a first come, first serve basis, students scoring a Level 1 or Level 2 on the 3rd grade statewide, standardized ELA assessment are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).~~

OFFENSES AGAINST INTELLECTUAL PROPERTY

Florida Statute provides that, "whoever willfully, knowingly, and without authorization modifies data, programs, or supporting documentation residing or existing internal or external to a computer, computer system, or computer network commits an offense against intellectual property."

Except as otherwise provided in this section, an offense against intellectual property is a felony of the third degree. If the offense is committed for the purpose of devising or executing any scheme or artifice to defraud or to obtain any property, then the offender is guilty of a felony of the second degree.

In addition, it is unlawful for any individual to knowingly and willingly taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. FS1008.24

PERFORMANCE STANDARDS

Clay County shall use the DOE prepared student performance as the approved curriculum for Secondary Education, including updates and changes as received from DOE. No courses shall be offered which are not state approved unless a special course is piloted under state guidelines and with School Board approval.

PHYSICAL EDUCATION

The 2008 Legislature passed Senate bill 610 requiring each district to include the availability of one-on-one counseling to students regarding the benefits of physical education. Beginning in 2009-10 the equivalent of one class period per day of physical education for one semester (minimum standard) of each year for students enrolled in grades 6-8 will occur. The physical education requirement shall be waived (grades 6-8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6-8):

- The student is enrolled or required to enroll in a remedial course
- The student's parent indicates in writing to the school one of the following:
 - The parent requests that the student enroll in another course from among those designated by the school district, or
 - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

PROMOTION AND RETENTION

Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal has documentation that standards have been met and that the student will be able to benefit from instruction at the high grade. Normally, this assignment occurs at the end of the semester, if such an assignment results in the child transferring to another school. Regarding the placement, principals must document through a variety of means that the student has met state standards. This should be done by reviewing the academic history of the student, looking at assessments and applying remediation/grade recovery processes established by Clay County. In no case, shall the move be initiated until the principal of the receiving school has been notified and agrees with the documentation. If the receiving principal questions the transfer, the two principals should meet to discuss any questions or concerns. If requested by either principal, a district review may be used to determine proper placement of the student in question. The recommendation should be made in writing to the district school superintendent. Documentation and recommendation will then be forwarded to the Chief Academic Officer for review. In addition, school personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement.

All students who appear to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff, considered for Multi-Tiered System of Support (MTSS). Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher(s) feel such a referral would benefit the child. Any child in middle or junior high school, who has been retained one year and is recommended for retention a second year, is to be referred for an evaluation by appropriate specialists, psychologists, etc.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned may be assigned to the same grade for the next school year or given an alternative assignment. Student's level of proficiency in the areas of reading, writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the District and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following:

- Summer school course work or intensive skills development;
- Extended day or school year services/academic tutoring;
- Parent tutorial programs/
- Mentoring
- Contracted academic services (previously approved);
- Modified curriculum;
- Exceptional Student Education (ESE) services;
- Class size reduction;
- Use of educational software (COMPASS)
- Suspension of other curriculum offerings in areas other than reading, writing, English and math, or in those subjects specifically required for graduation.

Retention of students must be considered if the student has failed to master approved performance standards and has been provided remedial instruction and upon reassessment falls below determined cut-off points on a District measure of assessment or on the state assessments in reading, writing, science and mathematics. A student may also be retained within an intensive program that is different from the previous year's program and takes into consideration the student's learning style. Children should be retained as little as possible. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental

instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. An appropriate alternative placement must be considered for a student who has been retained two or more years.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian, in writing, in a format adopted by the district School Board.

In general, the procedures outlined in this Student Progression Plan apply to all students with disabilities. An IEP serves as the basis for decisions regarding retention and promotion.

Under most circumstances, students will complete grade groupings within a set time frame. However, the principal may authorize that a student be retained a second time in any one of the grade groupings.

PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS

In order to be promoted to the next higher grade within the junior high, a student must successfully complete Language Arts, Mathematics, Science, Social Studies and one additional course for a total of five (5) subjects. Existing state student performance standards shall be the basis for each course. Appropriate procedures shall be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. Remediation measures must be taken and documented in the student's PMP. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (See P. 83 "Summer School – Junior High" on more information pertaining to promotion from grade level to grade level at the junior high.)

In order to be promoted to grade 9, Junior High students **MUST** successfully complete the following during their 6th, 7th and 8th grade years:

- 3 courses in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high

- school credit, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)
- 3 courses in Social Studies (one of which must be, at a minimum, a one-semester Civics education course that includes the roles and responsibilities of federal, state and local governments, the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the U.S. constitution. In addition, this course includes a statewide, standardized EOC that constitutes 30% of the student's final grade as required under s. 1008.22, F.S.. A middle grades student who transfers into the state's public school system from an out-of-country, an out-of-state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.)
 - 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)

PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS

Grade level designation for high school students will be determined as follows:

- Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 6-credits per school year;
- Following completion of one year designated as a 10th grader, the student will be designated as a 11th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 12-credits for two years of high school enrollment;
- Following the completion of one year designated as a 11th grader, the student must have completed 18-credits OR 21-credits at the end of the 1st semester of the students fourth year enrolled at a high school and have a 2.0 cumulative GPA in order to be classified as a 12th grader (Senior) and take part in Senior oriented events (Prom, Grad Bash, and any other school determined Senior activities)

According to state statutes, students are assigned to a cohort class at the beginning of each year enrolled at a high school. This cohort status determines the graduation requirements that must be met by that student. Students will be regularly notified as to their "credits earned" status towards graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four

years with their 9th grade cohort. Grade recovery opportunities exist in order to help maintain student's progress towards graduation.

Students age 18 or older wishing to return to school after withdrawing may petition the school for placement. The principal and/or designee will review the reasons for return given by the student and family. The principal will make the final determination based on the following requirements:

- The student has accumulated at least 16 credits;
- The student has a probable chance of graduating within the academic year;
- An agreement between the student and school concerning attendance, behavior and school performance is agreed upon.

If the principal does not agree to the conditions or the student does not meet the criteria, Adult Education will serve the educational needs of the student.

As in state statute, students who received a "Certificate of Completion" may return for a 5th year of high school in order to obtain their Standard Diploma.

READING AND MATH REMEDIATION

Reading: All 7th through 10th grade students scoring a Level 1 or Level 2 on the reading portion of the FSA will be screened for intensive reading placement.- Screening includes the use of the Achieve 3000 Spring Benchmark results, as well as a district comprehension screener and teacher recommendations. Students qualifying for intensive reading will be placed in one class period of reading using a blended model of teacher instruction and computer based practice. Students not qualifying for intensive reading placement will receive reading support in the content area classes. Students in grades 11 and 12 who score a Level 1 or 2 on FSA retakes and who has have not earned a concordant score on the ACT or SAT will be placed in an intervention course focusing on ACT/SAT preparation and reading remediation. If a student passes the FSA retake or earns a concordant score, (s)he may exit the intensive reading program at the end of the first semester. (Note: The Instructional Decision Tree for intensive reading placement can be found on the district website.)

Math: Students in grades 7 and 8, who score an achievement level 1 on FSA, will be placed in standard math classes and will not qualify for advanced math programs. Eighth grade students scoring an achievement level 1 on the pre-algebra FSA will be given priority for Algebra 1A/1B upon entering high school. As a mandatory Florida math graduation requirement, students in Algebra 1 and Geometry are required to take an "End-of-Course" exam. Students not scoring an achievement level 3 or higher will be placed in a Liberal Arts Math course. Secondary schools will also be utilizing the Edgenuity online program to remediate course work, as a virtual tutor, and credit recovery. Additional remedial options are available in all Clay County secondary schools through the Guidance Department.

SCHEDULE CHANGES

When changing a student's schedule after the first ten days of school, leveling must be within the same specific subject. An example of this is if a student requests a schedule change and they are enrolled in Algebra Honors, Algebra 1 would be the most appropriate change. Grades earned will be transferred as part of the leveling process. Any withdrawals after the first quarter would require a withdraw "F/0" for the 2nd grading period and the semester exam. Students who withdraw with an "F" from a course may enter a semester course at the semester change if space is available.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should take place before the end of the first grading period so the student may be placed in an appropriate course. Current grades should be transferred to average in with grades earned in the new course. If inappropriate placement is determined prior to the end of the first interim reporting period and no appropriate class is available for reassignment, then the grade given to the student for the course would be a "Withdrawn: Passing." The grade would then be posted as no credit just as we do with course forgiveness.

Students taking courses through Clay Virtual Academy or FLVS should review the "Student Contact and Drop" policy.

CLAY VIRTUAL ACADEMY - STUDENT CONTACT AND DROP POLICY

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructors maintain regular contact. To ensure that our students are aware of this commitment, the four-part process below will be followed:

- If the student does not submit the expected numbers of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive a phone call from the instructor. During the call, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.
- If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an email to the student/parent to remind them of the importance of submitting work and detailing the withdrawal process, if necessary.
- If the student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
- An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of "W" will be issued. After the grace period, a grade of "WP or WF" (or failing grade (if over 50% completed) will be issued to their school transcripts.

Students from outside Clay County may enroll in CVA full or part time online programs.

SEMESTER EXAMS

All students in grades 9-12 shall take semester exams. The School Board approved exam exemption procedures for seniors only is as follows:

- Exam exemptions are limited to seniors only;
- All seniors in year-long courses with a 1st semester average of “B” or better and a “B” average or better for 3rd and 4th quarters averaged together, will be exempt from taking those exams given at the end of the 2nd semester. Courses that are a semester in length are not exempt at any time;
- Attendance is not a consideration under the current exemption policy
- Exam values are the same for the current school year
- Semester exams will not be given early.

SPECIAL CONSIDERATIONS

Junior High: Students with exceptional ability may be enrolled in credit earning courses at the high school with the approval of the school principals and the parent. The parent shall assume the responsibility for transporting the student between schools, where appropriate. Such enrollment must be limited to courses which are congruent with the beginning or ending of the school day, but not both. Student’s grades and credits shall be awarded as received by the school where the student is regularly enrolled.

Special classes/programs: The district will employ special programs designed to assist students in meeting the necessary credits and the 2.0 GPA required for graduation. Appropriate approaches not already covered in this plan will include, but shall not be limited to, special counseling tutorial programs, help and/or homework sessions, skills classes and special assistance to obtain a high school equivalency diploma when all requirements for graduation have been met except for the attainment of a 2.0 cumulative GPA.

SUMMER SCHOOL

Summer school is an extension of the school year for students who attended Clay County schools. Students who did not attend Clay County schools are not eligible for the summer program unless they enrolled prior to the beginning of the 4th nine-week period or approved for the HOPE Scholarship Program (see the “Student Code of Conduct for more information about this program). High School Students may earn up to two full-credits during the summer regardless of the vehicle(s) used to acquire that credit.

Junior High Summer School: “Conditional Promotion.”

For a 6th or 7th grader who has failed two subjects, or ESE students with IEP recommendations, they may take one (1) of the courses during the traditional “Summer

School” period. The other failed course must be completed either through a virtual program or during the next summer school offering. Junior High students may receive grade forgiveness for courses in which they received a “C,” “D,” or “F.” If math is one of the failed courses, it must be taken during the immediate summer school session. An 8th grader failing two subjects must have all subjects successfully completed prior to enrolling in the 9th grade. The “**Conditional Promotion**” must take into consideration the following factors in addition to the completion of the failed courses:

- Whether or not the student has been previously retained;
- The student is older than the average age of the other students;
- It will be in the best interest of the student to receive a “Conditional Promotion”;
- There is evidence that the student has the ability to be successful at the next grade level.

If it is the determination of the Principal to not approve a “Conditional Promotion” for a student, the student will be recommended for retention. An 8th grade student must have passing grades for all core content subjects for 6th-8th grade in order to be promoted to 9th grade, therefore, “Conditional Promotion” does not apply. **Students failing 3 or more courses are automatically retained.**

High School Summer School:

Students may take ½ credit or up to 2 credits during the summer period. All coursework for grade forgiveness must be completed prior to the next school year. High school students may take courses that they received a “D” or “F” in so as to earn credit and to raise their GPA’s. Courses for new or original credit are limited and determined on an annual basis by the District.

Summer programs by other districts which assign credit may be reviewed by Clay County staff to determine appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools/districts.

TERMINATION OF SCHOOL PLACEMENT AT AGE 16

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District. The declaration must acknowledge that terminating school enrollment is likely to reduce the student’s earning potential and must be signed by the student and the student’s parent.

The following steps must also be taken:

- The school shall notify the student’s parent of receipt of the student’s declaration of intent to terminate school enrollment.
- The student’s guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student’s decision to

terminate school enrollment and actions that could be taken to keep the student in school.

- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

TRANSFERRING STUDENT

Students transferring from one school to another shall have the grade assigned by the departing school and by the receiving school if registered there for 15 or more days. If a student is transferring to a school in another district at a time near the end of the school year and the school they are transferring to, has already completed the school year, it will be the responsibility of our “sending school” to use good judgment for the benefit of the student involved. Usually no more than 20 school days should apply. The student’s grades should be closed out and credit posted. Virtual students taking FLVS content courses receive grades of “WF” or “WP” when transferring prior to course completion per FLVS policy. The principal has the authority to waive class exams (this does not include “End-of Course” exams) in order to close out a student’s grades.

Transferring Student and Graduation: students who enter a Clay County school at the 11th or 12th grade level from out-of-state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course/credits requirements IF the student has met all course/credit requirements of the school district, state, or country from which he or she is transferring. In addition to credit requirements to receive a standard high school diploma, a transfer student must earn a 2.0 GPA, pass the Algebra I EOC OR have passed an equivalent Algebra I EOC from the transferring state or county, pass the 10th Grade FSA ELA OR receive the concordant scores on the SAT or ACT identified by the Department of Education. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Transfer Credit Policies and Guidelines: The “State Uniform Transfer of High School Credits Rule” states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. The rule states that the requested grades or credits will be accepted if presented as part of an official transcript. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school. An official transcript shall be sent by mail or electronically signed by a school administrator, be on school letterhead, and/or be embossed with the school’s seal. An official transcript should clearly identify the school, the student, course number, date the course was taken and the credit earned and grade in each course.

Examples of unofficial transcripts are: hand delivered by the student or parent, delivered

to the designated school administrator in an opened envelope, or is on plain paper. The rule, therefore, precludes districts and individual schools from placing any additional requirements or procedures on the transfer of high school credits.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school or the student does not possess an official transcript, or if the student is a home education student, credits shall be validated through performance during the first grading period that the student is enrolled in the school. A student transferring into a school shall be placed at the appropriate sequential course level and in order to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. If a student does not meet this requirement, they shall have their credits validated using the “Alternative Validation Procedure” listed below:

- Portfolio evaluation by the Superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through dual Enrollment or at other private schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the FSA ELA;
- Written review of the criteria utilized for a given subject provided by the former school. Student must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in the “Alternative Validation procedure” of this rule, if required.

If the “Alternative Validation procedure” is used, parents are obligated to the findings of the procedure. A school has until the end of the first grading period in which the student is enrolled to validate an official transcript. After this point, all credits and grades are to be accepted at face value.

TRANSFER STUDENT PLACEMENT (Military Dependent Children)

CCSB participates in the Interstate Compact on Educational Opportunity for Military Children, the purpose of which is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The district will implement the requirements listed in FS 1000.36.

In order to facilitate on-time graduation for transferring military children enrolled any time in high school, as specified in section F.S. 1000.36, Article VII the following provisions apply:

- A school district must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the

receiving state must provide an alternative means of acquiring the required course work so that graduation may occur on time.

- States must accept exit or end-of-course (EOC) exams required for graduation from a school in the sending state.
- If a transitioning student who transfers in his or her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the sending and receiving state schools must ensure the receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student may participate in all local graduation activities.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include advanced studies programs, dual enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB).

HOPE Scholarship Program students follow these same policies (see the “Student Code of Conduct for more information about this program).

CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, parent is notified with explanation given.

VALEDICTORIAN AND SALUTATORIAN RECOGNITION

When a school awards Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a weighted grade point average on all courses taken in grades 9-12 including virtual courses. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the eighth semester. If virtual grades are not reported to the school prior to the last day of senior exams, that course should not be included in the determination of valedictorian(s) and salutatorian(s)."
- A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in Clay County that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18-Credit Graduation Program are eligible for valedictorian and salutatorian status. The conclusion of the eighth semester is the deadline for an 18-credit graduation program student to select to graduate and compete for valedictorian or salutatorian status, or continue to complete the 24-credit diploma.
- A student who transfers to or within Clay County during the last year prior to graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:
 - If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-Valedictorian along with the second ranked student. The third-ranked student would be named Salutatorian.
 - If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student

VOLUNTARY SERVICE HOURS

Voluntary Service Hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars, Gold Seal Vocational Scholars and Gold Seal CAPE Scholars : 100, 75 and 30 hours respectively. Students may begin logging and documenting volunteer service hours the summer before the student enters ninth grade. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. These service hours are not a Florida or school district requirement for graduation with a standard high school diploma.

For student who are attempting to receive school community service hours for an activity, below are the district guidelines:

- Volunteer service is defined as “assisting where needed in a social issue where the student’s service directly addresses a need in the school or community in areas such as health, education, environment, public safety, etc.;
- Volunteer service activities should receive prior approval from the school’s designated high school personnel (typically, the student’s high school counselor) to ensure that credit will be awarded to the student;
- Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student’s own family;
- Volunteer service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;
- Volunteer service activities must be rendered for “not-for-profit” organizations or agencies;
- The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
 - “Direct Service” involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter or working with the elderly in a nursing home;
 - “Indirect Service” involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
 - “Advocacy” involves educating others about a particular social problem with a goal of eliminating the cause of that problem. Examples include writing letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups;
- Hours spent in volunteer service activities must be verified by a site supervisor. The appropriate documentation on business letterhead must be signed by the site supervisor. Business letterhead can also be attached to the completed Clay County Volunteer Service Documentation Form;

Activities that **MAY NOT** be approved include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business;
- Any activity that replaced a paid staff worker of the agency or institution that the student volunteers with;

- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts;
- Any activity whose main purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity **UNLESS** the hours are spent addressing a social problem (examples may include: Habitat for Humanity, A community-wide summer Vacation Bible School, etc.);
- Attendance at self-improvement workshops or conferences;
- Participation as an athlete in school sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;
- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

WEIGHTED GRADES

Weighted courses earn additional quality points toward the GPA calculation. The traditional 4.0 scale (A = 4, B = 3, C = 2, D = 1, F = 0) is used for athletic eligibility, promotion, Bright Futures, etc. Rank in class is the primary purpose for utilizing a weighted grading scale. Weighted courses include: “Level 3” Career and Technical Education courses, Dual enrollment, IB, AP and AICE courses, all Honors level courses, Foreign Language courses for year 3 and above, Chemistry II, Physics II and Gifted Studies.

EXCEPTIONAL STUDENT EDUCATION

EXCEPTIONAL STUDENT EDUCATION

Programs are available to students determined eligible for exceptional student education (3-21 years of age) as described in the Exceptional Student Education Policies and Procedures document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general statewide assessment are addressed in the student’s Individual Educational Plan. Gifted education, for qualified students, is available K-12.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS

~~Legislation signed on June 20, 2014 by the Governor significantly changed the diploma options for students with disabilities. The legislation in Senate Bill 850 eliminates special diploma options and develops pathways to a standard diploma for all students with disabilities. This legislation is specific regarding the special diploma option. As of June 20, 2014, the special diploma option is available ONLY to students who enrolled in grade nine (9) or higher prior to the 2014-15 school year and the student's Individual Education Plan indicated a selection of special diploma. Students with disabilities who entered the~~

~~9th grade before the 2014-2015 school year cannot be switched to special diploma after June 20, 2014.~~

~~In compliance with SBER 6A-1.095, FAC (Requirements for High School Diploma) and SBER 61-1.0996, FAC (Graduation Requirements for Certain Exceptional Students), a student with disabilities may exit high school with a special diploma only if this option is specified on the Individual Education Plan prior to the 2014-15 school year.~~

~~If a student with disabilities does not fulfill criteria for a diploma, he/she may exit high school with a certificate of completion.~~

The selection of a diploma option must take place at an Individual Educational Plan (IEP) meeting during the student's eighth grade school year or during the school year prior to the student becoming age 14, whichever comes first. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, the IEP team will collaborate with the student's parents/guardians to select the most appropriate diploma option. The IEP team will discuss specific course and credit requirements for each diploma option in order to make an informed decision. The diploma option selected at the IEP meeting is noted on the IEP. At each annual IEP meeting thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed. If, at any time, a change to the diploma option is recommended or requested, the change must be approved by the parent and is subject to verification of appropriateness by an independent reviewer. Copies of each IEP shall be given to the parents.

STANDARD DIPLOMA

ELIGIBILITY

All students with disabilities who entered 9th grade in 2014-15 must meet the requirements for a standard diploma in order to graduate. Note: Only students with disabilities who enrolled in grade nine (9) or higher prior to the 2014-15 school year and had an Individual Education Plan indicating a selection of special diploma may earn a special diploma rather than a standard diploma. ~~Students with disabilities exclusively in programs for students with Visual and Speech Impairments, Gifted or Homebound or Hospitalized must pursue a standard diploma.~~

REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS

The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who:

- Earn a passing grade on the required statewide assessment(s) or meet the waiver requirements.
- Successfully complete the required credits in grades 9-12. Students with disabilities

- must earn required credits in district approved education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Students with disabilities may meet the elective credit requirements by earning credits in basic, vocational or exceptional student education courses as allowed by the standard diploma option selected.
- Attain the same cumulative grade point average required in the general education section of Student Progression Plan.

WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
- The student must have an individual educational plan (IEP).
- The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
- In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

Students with disabilities who choose to pursue the 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, may be eligible for a waiver of statewide, standardized assessment results as long as they meet all of the waiver requirements and the requirements for the ACCEL option.

Students pursuing a standard diploma with a scholar diploma designation are not eligible for a waiver. In order for a student to earn a scholar diploma designation, a student must meet the requirements of s. 1003.4285, F.S.

REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS

For those who have selected a General Standard Diploma, the following additional options may be discussed at an IEP team meeting and selected if appropriate.

Standard Diploma via Access Courses: This diploma is ONLY available to students with significant cognitive disabilities who are enrolled in access courses. The following may be considered:

- Substitution of eligible Career Technical Education (CTE) courses for required access courses. Eligible CTE courses are noted in the state course code directory.
- Modified expectations or outcomes to the CTE curriculum if CTE substitutions have been selected in lieu of required access courses.
- Waiver of the Florida Standards Alternate Assessment for the purpose of receiving a course grade and a standard high school diploma. If this option is recommended by the IEP team, the parent must approve it. In addition, a Graduation Portfolio must be developed in the area (reading, math, science) in which the waiver is granted.

Standard Diploma via Academic Courses and Employment Competencies: This may be considered when the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills. If this option is selected, an appropriate and signed Employment Transition Plan must be in place and separate from the IEP. Also, in addition to meeting the requirements noted for the general standard diploma, the IEP team may discuss and opt to substitute eligible Career Technical Education (CTE) courses for required core academic courses. Eligible CTE courses are noted in the state course code directory.

Standard Diploma Merit Designation, Standard Diploma Scholar Designation, Advanced International Certificate of Education, State of Florida High School Performance-Based Diploma, State of Florida High School Diploma, International Baccalaureate, Standard Diploma ACCEL 18 Credit Option: Specific requirements for each of these diploma types can be found in the Secondary Education section of this manual.

ESE SERVICES AND THE PROVISION OF FAPE

Under the Individuals with Disabilities Education Act, students with disabilities may receive public education services until their 22nd birthday. Students who have not graduated with a standard diploma or who have selected the option to defer the receipt of their standard diploma may receive services from the school district until their 22nd birthday.

CERTIFICATE OF COMPLETION

According to statute, a Certificate of Completion is awarded to any student with a disability who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program. The awarding of a certificate of completion to students

with disabilities does not prevent a student with a disability from pursuing a standard diploma. A student with disabilities may continue to pursue a standard diploma until his/her 22nd birthday.

DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA

This applies only to students with disabilities pursuing a standard diploma during the school year in which the student is expected to graduate. [Students who receive a special diploma or a certificate of completion do NOT need to defer receipt of the special diploma or certificate in order to continue to receive FAPE.] The IEP team must review the benefits of deferring and describe in writing the services and programs available to the student who wishes to defer. The decision is made by the parent or the student if over age 18 during the year the student is expected to meet all of the requirements for a standard diploma, which is the senior year. Additionally, the decision to defer must be made by May 15 of the senior year. A student with a disability may only defer receipt of a standard diploma if:

- The IEP includes special education, transition planning, transition services, or related services through age 21 AND
- The student is enrolled in one or more of the following:
 - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, and credit by examination)
 - Industry certification courses that lead to college credit (check with the Career-Technical Education department for courses that apply)
 - Collegiate high school program (International Baccalaureate program, or Advanced International Certificate of Education program)
 - Courses necessary to satisfy the Scholar designation requirements (the scholar designation requires satisfactory completion of additional academic courses and assessments; see fldoe.org for additional information)
 - A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old).

GIFTED PROGRAM

A student is eligible for special instructional programs for the Gifted from kindergarten through grade 12 if the student meets one of these criteria:

- The student demonstrates:
 - The need for a special program.
 - A majority of characteristics of Gifted students according to a standard scale or checklist.
 - Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.

- The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are Gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C., as students with limited English proficiency or students from low socio-economic status families.

When a student is determined eligible for this program, an Educational Plan is developed. In grades K-6, Clay County District Schools utilizes the research based Gifted Enrichment Model as the best way to meet the depth and complex needs of elementary students who are Gifted. In grades 7-8, junior high schools may utilize academic content courses or provide support facilitation. Students who are Gifted articulating from grade 8 to 9 will have an Educational Plan articulation meeting to address appropriate services.

In order to ensure that Exceptional Student Education Services are provided for all students who are Gifted, the following principles should guide decision making:

- The Educational Plan (EP) drives the Gifted service; students must attend the Gifted class, or receive the Gifted services, as they do any other required instruction. Participation in Gifted classes cannot be used as a reward.
- The Educational Plan identifies the amount of time a student receives instruction with the Gifted teacher. If any changes are needed to the Educational Plan, individual EP meetings must be held (including the parent/guardian) to address the changes. The changes must be described in Present Level of Educational Performance.
- Students who attend Gifted Enrichment classes are responsible for concepts covered in their general education class. The general education teacher should try to schedule critical lectures, presentations of new material, and tests at a time when the Gifted students are present. Any critical material covered when the Gifted students are receiving their required Gifted service will be provided to students upon their return to class.
- Students who are Gifted attending an enrichment class are NOT required to make up classwork or homework missed while participating in activities with the Gifted teacher. Additionally, missed classwork must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- Middle school students who attend a Gifted class for content instruction receive their grade for that subject from the Gifted teacher.
- In order to be considered an ESE service, all Gifted classes (Enrichment classes at elementary school or Gifted academic content courses at the junior high school) must be taught by a Gifted Endorsed Teacher and the classes must be comprised of only students who are Gifted.

CLASSROOM ACCOMMODATIONS

ESE and 504 students should receive classroom accommodations as listed in their IEP or 504 Plan. Accommodations are implemented in all general education courses, Career and Technical Education (CTE) courses and programs of study as needed to assure students the

opportunity to meet requirements for course completion and high school graduation requirements for a standard diploma. The appropriate accommodations shall be determined on the basis of the assessed needs of the student and shall be reflected in his/her IEP. Accommodations to these courses shall not include modifications to the student performance standards.

DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS

Allowable district and state standardized assessment accommodations should be considered by the IEP team at annual IEP reviews. Note that only allowable accommodations approved by any specified standardized assessments are permissible. Parents and students should be made aware that there may be accommodations used in the classroom that are not permissible on standardized assessments.

Teachers are to use appropriate testing accommodations, identified on the IEP, for a student with disabilities in all situations.

FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines:

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments. All of the following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.

- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

If the student meets all of the criteria for alternate assessment, the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If the student does not meet the criteria, the student should be instructed in general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score. The four achievement levels are:

- Level 1 Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.
- Level 2 Students at this level demonstrate a limited level of success with the Florida Standards Access Points.
- Level 3 Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.
- Level 4 Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

HOSPITAL/HOMEBOUND

This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.

ADULT EDUCATION

ADULT HIGH SCHOOL DIPLOMA

Adult High School Eligibility Requirements

- He/she must be withdrawn from a secondary institution and beyond compulsory school age; but cannot be over the age of 21.
- He/she must meet with a Clay County Adult Education advisor before they are enrolled. An official transcript should be available at this time so that a review of past academic history can be conducted;
- Due to limited course offerings, it is recommended that an eligible Adult High School student must have previously attained 20 credits. The balance of credits (24 is required for graduation) may be completed through the Adult High school program;
- Classes will be available 1 day per week unless otherwise noted. Please inquire about the location of the classes from the Adult Education office. Students are allowed to work outside of the classroom in order to expedite completion of the program. However, all testing or assessments must be done in the lab setting at the Adult Education location;
- All students, regardless of residency status, must pay a \$30 tuition fee, per trimester.
- Registration for returning adult education students who have been administratively withdrawn for disciplinary or attendance reasons or who do not remain continuously enrolled will pay a \$10.00 re-entry fee.
- Please check with the Adult Education office on times and locations of classes.
- Office hours and phone number: 904-272-8170
 - 7:30 a.m. - 8:00 p.m. Monday-Thursday
 - 7:30 a.m. - 3:00 p.m. Friday

GRADUATION REQUIREMENTS

The following sequence of graduation requirements is necessary for graduation from the Adult High School Credit Program in the Clay County School District. Additionally, each student must complete each course with at least 70% mastery. Students must accumulate 24 credits, post a 2.0 GPA and pass the FCAT.

_____	Language Arts	_____	4
_____	Mathematics	_____	4
	Science	_____	3
	Social Studies	_____	3
	Physical Education	_____	0 (1/2 credit can be accepted)
	Fine Arts	_____	1/2 (Art and Other Cultures, etc.)
	Practical Arts	_____	1/2
	Electives	_____	9
	TOTAL	_____	24

EXPLANATION OF EACH SUBJECT AREA

- **Language Arts (4)**
These courses fulfill the required four credits. These required courses should have the word English in the course title. (ENGLISH I, II, III, IV). The major emphasis will be centered on Literature and Composition.
- **Mathematics (4)**
Students must pass Algebra I, its equivalent, or a higher math in order to meet the math requirement.
- ***Science (3)**
No specific course requirements apply. Physical Science and Biology, however, is highly recommended.
- **Social Studies (3)**
The Social Studies requirement include 1 credit in American History, 1 credit in World History, ½ credit in Economics, and ½ credit in American Government.
- ****Fine Arts (1/2)**
The ½ credit may be accepted for Adult Education students. These courses include Drama, Music and Dance in which manual dexterity is required.
- ****Practical Arts (1/2)**
Courses in the Practical Arts may be accepted. Please refer to the Practical Arts Course Guide.
- **Life Management Skills (1/2)**
A ½ credit in Life Management Skills is no longer required; however, if a student has received a passing grade in this course it will be accepted.
- **Electives (9)**
Credit in elective areas fluctuates yearly to accommodate the total credits to be earned.

Special Note:

With appropriate documentation, adults can receive up to two elective credits for successful military experience.

There are many students who come to Adult Education without having a Fine Arts, Physical Education, Practical Arts and Life Management Skills credit. Because these courses are not offered specifically, they are often substituted with courses such as: Art and Other Cultures, Environmental Science, Marine Science, Writing Composition, Journalism, Contemporary Literature, Florida Law, Florida History, Psychology and Sociology.

****One (1) credit in either Fine Arts or Practical Arts will also meet this requirement.**

**2020-21 Student Progression Plan
Rationale for Major Revisions**

INTRODUCTION		
SECTION TITLE	ORIGINAL	RATIONALE FOR REVISION
Cover Page	1	Update year and superintendent name to current data
Index titles: Exceptional Student Education and Hospital/Homebound	3	These two items should be removed from this part of the index. This content will be moved to the ESE section beginning on page 92. H/H will be listed in the index to reflect new location. We should have one section entitled ESE.
Title: MULTI-TIER SYSTEM OF SUPPORT Page 48	3	Remove title from index. Section location has changed and appears more than once in index
Transfers	11	Statute says this should be three (3) days.
Transfers	17	earned outside of the school district
Transfers	17	Change 2 to two
Multi-Tiered System Of Supports/Response To Intervention Plan/Progress Monitoring	19	Change Elementary and Secondary Education Act (ESEA) to Every Student Succeeds Act (ESSA)
	19	Discuss wording of homework assigned
MTSS	21	The beginning of this sentence was incomplete when copied from original. Add, " MTSS teams ensure the students' needs are addressed through grade level/content area..."
Attendance	25	Add "(Child in Need of Services)" after CINS
Eligibility for Alternate Assessment	29	Add clarifying eligibility requirements, "Per section 1008.22, Florida Statutes, and Rule 6A-1.0943 F.A.C., only students with significant cognitive impairment are eligible to participate in the FSAA program. Therefore, students with a primary disability category of SLD must not participate in the FSAA program and subsequently should not be enrolled in access courses that align to the FSAA program."
Promotion	44	Change "advance" to advanced
Extended Day Programs	44	Remove "school"
Exceptional Student Education	48	Enhance organization of information. Move this paragraph to beginning of ESE section on page 92.
Hospital Homebound	48	Enhance organization of information. Move this paragraph to ESE section on page 99 (above Adult Education section).
ELL	50	Add the word "be"
ELL	51	Add space between paragraphs
Habitual Truancy	51	Move the two paragraphs to indicated areas on ESE section and add "the" in paragraph two
Excused/Unexcused Absences	53	Correct grammatical error
Calculating Grades and Grade Point Average	55	Correct grammatical error
Student Contact and Drop Policy	56	Correct grammatical error
Course Sequencing	57	Correct grammatical error
EOC Exams	61	Correct typo
ELL	65	Add space
Grad Options	67	Delete "for"
Grad Options	68	Correct grammatical errors
AICE Diploma	70	Correct grammatical error
Home Education	74	Correct grammatical error
Multi-Tiered System Of Supports/Response To Intervention Plan/Progress Monitoring	76	Delete this section. It is a duplicate of the MTSS section beginning on page 19.
Home Ed	78	Process outlined?
Exceptional Student Education	92	Delete this section. Special diploma is no longer an option.
Standard Diploma Eligibility ESE	93	Delete highlighted sentence. All students with disabilities will pursue a standard diploma.
ESE Diploma	96	Delete - no longer a valid option
Assessment Accommodations	97	Sentence still valid
Assessment Accommodations	97	Delete sentence - all students pursue a standard diploma.
Adult Ed	99	Delete - High School Completion not an option
ESE SERVICES AND THE PROVISION OF FAPE	99	Add new section IDEA 2004 Guidance for parent/adult student clarity - ESE SERVICES AND THE PROVISION OF FAPE Under the Individuals with Disabilities Education Act, students with disabilities may receive public education services until their 22nd birthday. Students who have not graduated with a standard diploma or who have selected the option to defer the receipt of their standard diploma may receive services from the school district until their 22nd birthday. This is not a new policy. Clay has always followed this practice as outlined under IDEA.



STUDENT PROGRESSION PLAN

2020- 2021

**DAVID S. BROSKIE
SUPERINTENDENT OF SCHOOLS
SCHOOL DISTRICT OF CLAY COUNTY**

**JANICE KEREKES
CAROL STUDDARD
TINA BULLOCK
MARY BOLLA
ASHLEY GILHOUSEN**

**DISTRICT 1
DISTRICT 2
DISTRICT 3
DISTRICT 4
DISTRICT 5**

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INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule the administrative procedures required in state legislation. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

Florida Statute 1008.25 states:

Each district school board shall establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards.

FLORIDA STATE STANDARDS

Student Performance Standards in Florida are defined as the K-12 Academic Standards for the State of Florida, inclusive of the Next Generation Sunshine State Standards, and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND PLACEMENT

Student promotion in the Clay County School District is based upon an evaluation of each student's progress toward meeting the appropriate grade level expectations. Decisions regarding promotion and retention should be based on consideration of the following:

Progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards/Grade Level Expectations, district competencies and objectives and other data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.

Students who do not satisfactorily achieve established objectives for the grade or course to which they are assigned, may be assigned to the same grade for the next school year or

given alternative assignment. The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. The purpose is to provide assistance to students who do not meet district and state expectations for proficiency in ELA, science and mathematics and/or to improve behavior and attendance by way of interventions. The plan may include one or more of the following activities as considered appropriate by the school administration: Tier I (core supports); Tier II or Tier III interventions that may include, small group interventions within the school day; accommodations to support academic/behavioral/social emotional progress, extended day services; tutoring; scheduling of classes to focus on only a few subjects needing remediation or emphasis (ELA; science and/or mathematics); consideration for ESE services; behavior contracts, attendance improvement plans, and other remedial activities as determined by the school district. A student's level of proficiency in the areas of reading, writing, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Science proficiency was added in 1999 with statewide measurement beginning in 2003. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school coursework (grades 6-12) or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, contracted academic services (previously approved), modified curriculum, exceptional education services, class size reduction, and suspension of other curriculum offerings in areas other than reading, writing, and mathematics or in those subjects specifically required for graduation in grades 9-12.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and junior high school years. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner as documentation by either the student's RtI Plan or the student's IEP.

Students scoring a Level 1 on the statewide assessment test in reading for grade 3 must be retained. It should be noted that no social promotion/Administrative placement (1008.25(6)(a) F.S.) is allowed. Florida statutes prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion, administrative placement or placement at the next grade level without regard for student mastery of the appropriate Florida Standards.

STATEWIDE STUDENT ASSESSMENT PROGRAM

All students must participate in statewide assessment tests at designated grade levels as required by S.1008.22 F.S. The primary purposes of the student assessment program are

to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

- Assess the annual learning gains of each student toward achieving the Florida Standards or Next Generation Sunshine State Standards appropriate for the student's grade level.
- Provide data for making decisions regarding school accountability and recognition.
- Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard diploma.
- Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- Provide information on the performance of Florida students compared with that of other students across the United States.

GENERAL PROCEDURES FOR DROPOUT PREVENTION PROGRAMS AND ACADEMIC INTERVENTION PROGRAMS

Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, setting and learning activities, and/or diagnostic and assessment procedures in eligible students as required by S.1008.22 F.S. The educational program shall provide services which support the program goals and lead to improved discipline. Student participation in such programs shall be for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

Students in grades 1-12 shall be eligible for participation in these programs based upon the following Early Warning System criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
 - Course failure in English Language Arts or mathematics during any grading period. A Level 1 score on the statewide, standardized assessments in English
 - Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a).
- The student's attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- The student has one or more suspensions, whether in school or out of school.
- The student has a pattern of excessive absenteeism or has been identified as a

habitual truant.

- The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
- Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
- Severely threatens the general welfare of students or others with whom the student comes into contact.
- The student is identified by a school's early warning system pursuant to s. 1001.42(18)(b).
- "Second chance schools" means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. As partnership programs, second chance schools are eligible for waivers by the Commissioner of Education from State Board of Education rules that prevent the provision of appropriate educational services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings.

Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior high school, or high school level. Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of technical education, pre-employment training, and behavioral management. Such programs shall utilize instructional teaching methods appropriate to the specific needs of the student.

Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the effective, pedagogical, and content-related skills necessary to meet the needs of these students.

Each district providing a program for dropout prevention and academic intervention program pursuant to the provisions of this section shall maintain for each participating student records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned or the type of academic intervention services provided and an evaluation of the student's academic and behavioral performance while in the program. The school principal or his/her designee shall prior to placement in a dropout prevention and academic intervention or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt request, to the student's parent, guardian, or legal custodian. The parent, guardian, or legal custodian of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents or guardians of student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review

of any action by school personnel relating to such placement.

MILITARY FAMILIES AND TRANSFERS

The “Interstate Compact on Educational Opportunity for Military Children” was implemented to accommodate children from military families who have been transferred from one state to another. The purpose of the “Compact” is to make this transition as seamless as possible. The “Compact” applies to active members of the uniformed services, members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement, and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

TRANSFER OF EDUCATIONAL RECORDS AND ENROLLMENT

In the event that official educational records cannot be obtained by the parent, the sending school will furnish a complete set of “unofficial educational records.” When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. Copying fees will not exceed the reasonable cost of reproduction. If necessary;

- Upon enrolling the student, the receiving school will request official records from the sending school. Upon receipt of this request, the school will furnish the records within three (3) school days (not including staff holidays);
- Immunization records must be provided at the time of enrollment;
- Students should be allowed to continue their enrollment at the grade level in which they left the previous state regardless of age (including kindergarten). If the student(s) successfully completed a grade level in the sending state, they should be enrolled in the next highest grade level in the receiving state, regardless of age;
- Any student who transfers from an out-of-state public school and does not meet regular age requirements for admission to the receiving school will be admitted upon presentation of the information provided by the educational records. If transferring from an out-of-state nonpublic school and does not meet regular age requirements of the receiving school, the student will be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the student’s academic credit is acceptable under rules of the receiving school board. To be admitted into the receiving school, the transferring student must provide the following:
 - Official military orders showing that the military member was assigned to the state in which the child was previously enrolled and attended school. If the child was residing with a legal guardian and not the military member, a copy of the family care plan or proof of guardianship will be provided;
 - An official letter or transcript from the school authorities of the sending school showing attendance, academic and grade placement information;
 - Documented evidence of immunization;
 - Evidence of date of birth.
- When the student transfers before or during the school year, the receiving school

- will initially honor placement of the student in educational courses based on the student's enrollment in the sending state/school or based on the educational assessment conducted at the sending school. Continuing the student's academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement;
- In compliance with IDEA, the receiving school will initially provide comparable services to a student with disabilities based on his/her current "Individualized Education Program" (IEP) and make reasonable accommodations and modifications for incoming students with disabilities, subject to an existing 504 Plan, in order to provide the student with equal access to education. The receiving school may then perform subsequent evaluations to ensure appropriate placement and services;
 - School districts shall have flexibility in waiving course/program prerequisites for placement in courses/programs.

ABSENCE AS RELATED TO DEPLOYMENT ACTIVITIES

- A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, will be granted additional excused absences at the discretion of the Superintendent or Principal to visit with his or her parent/legal guardian.

GRADUATION OF CHILDREN FROM MILITARY FAMILIES

In order to facilitate the on-time graduation of children of military families, schools will incorporate the following procedures:

- Waive specific course requirements for graduation if similar coursework has been satisfactorily completed in the sending school OR will provide reasonable justification for denial. If a waiver is not provided to a student who would qualify to graduate from the sending school, the receiving school will provide an alternative means of acquiring coursework for that graduation to occur on time;
- Exit exams: Receiving schools will accept any of the following testing information:
 - Exit or end-of-course exams required for graduation from the sending state;
 - National norm-referenced achievement tests;
 - Alternative testing in lieu of testing requirements for graduation in the receiving state.
- Students transferring under the "HOPE Scholarship Program" are eligible for all programs offered by the District or a school.
- In case a student transfers during their senior year and is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student met the graduation requirements from that school.
- Clay Virtual Academy students from military families that move from Clay County but maintain residency in Florida and a mailing address in Clay county that is checked regularly may remain enrolled in Clay Virtual Academy. Due to onsite

state testing requirements, most will want to continue enrollment as a homeschooled student.

ELIGIBILITY

- Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law will be sufficient for the purpose of enrollment and all other actions requiring parental participation and consent;
- A transitioning military child who is placed in the non-custodial parent or other person standing in loco parentis, may continue to attend the school in which they are enrolled while residing with the custodial parent;
- The school will make every effort to obtain eligibility privileges for extracurricular activities, regardless of application deadlines, working in conjunction with the state high school athletic association, to the extent they are otherwise qualified.

OVERSIGHT, ENFORCEMENT AND DISPUTE RESOLUTION

Please refer to the “Interstate Compact on Educational Opportunity for Military Children” for information related to disputes or controversies. In addition, contact the Clay County School District with questions pertaining to this subject.

ELEMENTARY EDUCATION (K-6)

ADMISSION AND DISTRICT REQUIREMENTS

Kindergarten (F.S. 1003.21)

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year. **NO PROVISION FOR EARLY ADMISSION TO KINDERGARTEN EXISTS.**

First Grade (F.S. 1003.21)

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- Enrollment in a public school; or
 - Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion under Florida Statute 1003.21.
- NO PROVISION FOR EARLY ADMISSION TO FIRST GRADE EXISTS.**

First Entry to the Clay County District Schools

Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- Proof of date of birth for kindergarten and grade one students. (F.S. 1003.21) If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in Florida Statute 1003.21:
 - A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
 - An insurance policy on the child's life that had been in force for at least two years;
 - A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
 - A passport or certificate of arrival in the United States showing the age of the child;
 - A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
 - If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.

A homeless child, as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.

- A certificate showing a school entry health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination. (F.S. 1003.22)
- A Florida Certificate of Immunization, DH680 form and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12. Required immunizations include (F.S. 1003.22):
 - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
 - Two or three doses of hepatitis B (HepB) vaccine
 - Three, four, or five doses of polio vaccine *
 - Two doses of measles-mumps-rubella (MMR) vaccine
 - Two doses of varicella vaccine for K-8 **
 - One dose of varicella vaccine for grades 10-12

*If fourth dose of vaccine is administered prior to fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.

**Varicella vaccine is not required if varicella disease is documented by health care provider.
- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- Social Security Number (District request)

TRANSFER DISTRICT REQUIREMENTS

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in F.S. 1003.21 and F.S. 1003.22 and will be subject to the following conditions (this includes HOPE Scholarship Program transfers):

In-State Transfers from Nonpublic Schools to Kindergarten

Students transferring from a nonpublic Florida Kindergarten to the Clay County District Schools must provide:

- Evidence of date of birth (five years of age on or before September 1)
- Proof of immunization
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

In-State Transfers from Nonpublic Schools to First Grade

Pupils transferring from a nonpublic first grade must provide:

- Evidence of successful completion of kindergarten in a nonpublic Florida school
- Evidence of date of birth (six years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months
- Proof of immunization and

- Social Security Number (District request)

Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, shall be based on **their previous state's age requirements for entrance into public schools** and shall be in accordance with Florida Administrative Rule 6A 1.0985.

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- Evidence of immunization against communicable diseases as required by F.S. 1003.22 on a Florida 680 or 681
- Evidence of date of birth in accordance with F.S. 1003.21
- Evidence of medical examination performed within the last twelve months and
- Social Security Number (District request)

Home Education Program Entry or Reentry (FS 1003.21/1002.41)

When a student is transferring into Clay County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:

- Age and maturity;
- Standardized achievement test results;
- Previous record in public and private schools which include state assessments and;
- Evidence of work and achievement while in home education

Final grade placement will be determined by the principal at the end of four weeks (6A 1.09)

Assigning Grades to Transferring Students

When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period **regardless of days enrolled**.

Transfers from one CCSD elementary school to another will be through Focus.

Assigning Report Card Grades

Receiving schools shall assign progress report grades when the student has been enrolled in the school fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

In no way will an academic penalty be used for a “code of conduct” violation with the exception of cheating or plagiarism.

Conversion Chart (Grades 3-6)

If a transfer student does not have numeric grades available, the following conversion chart can be used for averaging purposes:

A+ = 100	A = 95	O = 95
B+ = 89	B = 85	S = 80
C+ = 79	C = 75	N = 75
D+ = 69	D = 65	U = 59
	F = 55	

Grades earned outside of the School District of Clay County should be averaged to obtain the year's average using the conversion chart. A notation in the comment section should denote grades and where they were earned.

Change of Class/Courses of Clay County Students

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year based on (1) the teacher's out-of-field certification status or (2) personal preference. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within two weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, parent is notified with explanation given.
- Consistent with School Board rules and in accordance with state statute (1012.28(5)F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in a program(s) or classes.

ELEMENTARY INSTRUCTION

PHYSICAL EDUCATION AND RECESS

Florida Statute 1003.455 requires each district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles. K-5

students and 6th grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- required to enroll in a remedial course
- parent indicates in writing to the school that:
 - parent requests that student enroll in one of the courses provided by the school as an alternative option to physical education
 - student is participating in physical activities outside the school equal to or in excess of mandated requirements.

“Free-play” recess will be included in the elementary day for grades K - 5 for 120 minutes weekly. (HB 7069)

REGULAR PROGRAM

Each student in grades K-6 will receive regularly scheduled instruction based on the district adopted curriculum. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. (Chapter 1001, Part II). Schools may also offer courses in art, music, media, and/or technology. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Florida State Standards. Mastery is documented by passing grades as determined by the classroom teacher.

HOMEWORK (SDCC Policy 4.40)

Homework is defined as assignments which support specific concepts taught during the school day. Incomplete class work is not considered to be homework, but rather a continuation of the student’s daily class work responsibility. Because all Clay Virtual Academy course work is completed outside the traditional classroom, this policy does not apply to CVA students.

Homework should not exceed 20-30 minutes for K-3 or 30-45 minutes for 4-6. Individually assigned, rather than class assignments, are strongly recommended. No homework is to be assigned over school holidays. No homework is to be assigned during statewide assessment tests.

MULTI-TIERED SYSTEM OF SUPPORTS/RESPONSE TO INTERVENTION PLAN/PROGRESS MONITORING

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

The tiers, or levels of student supports, represent a way to organize resources to provide instruction/intervention based on student need. These are NOT locations for students, but rather specific instruction/interventions supports provided based on student need. Additional resources or supplemental supports (i.e., tier 2 and tier 3) are in addition to what all students receive (general instruction) and can be provided in a variety of ways and locations.

Three levels of Multi-Tiered Systems of Support:

- Tier 1 Intervention (Universal Prevention)
- Tier 2 Intervention (Supplemental/At-Risk)
- Tier 3 Intervention (Individualized/Intensive)

The Multi-Tiered System of Supports (MTSS). The basic elements of MTSS are required by the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA); therefore, it is the basis for all broad-based initiatives for schools striving to increase student outcomes. Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.

Elements of the MTSS Process:

- Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
- Evidence-based curriculum and instructional approaches have a high probability of success for most students.
- Instruction is differentiated to meet individual learning needs.
- Reliable, valid, and instructionally relevant assessments include the following:
 - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
 - Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and

- evaluating instruction/intervention effectiveness.
- Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.
- Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.
- Ongoing, systematic planning/problem solving is consistently used by teams including parents and educators, from enrollment to graduation for all students, to make decisions across a continuum of student needs.
- Student response to instruction/intervention (MTSS) data are used to guide meaningful decision making.
- Job embedded, ongoing, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
- Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
- All students and their parent(s) are engaged throughout the process in one proactive and seamless educational system.

Problem Solving Process

The problem-solving process is critical to making the instructional adjustments needed for continual improvement. This process involves an ongoing cycle with the following steps:

Step One: Define the problem of goal by determining the difference between what is expected and what is occurring.

Step Two: Analyze the problem using data to determine why the issue is occurring.

Step Three: Develop and Implement a Plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal.

Step Four: Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention.

Response to Intervention (RtI) refers to the fourth step of the problem-solving process. RtI encompasses the utilization of student-centered progress-monitoring data to make instructional decisions to ensure positive student outcomes.

Needs of students who struggle in the area(s) of reading, math, language or behavior should be addressed and instruction should be tailored to these needs based upon frequent progress monitoring data. Students who continue to perform below grade level expectations should be targeted for intervention. These interventions and the monitoring of these interventions should be documented within the RtI (Response to Intervention) process.

MTSS teams ensure the students' needs are addressed-through grade level/content area

team meetings where specific student needs are discussed and plans are generated to address these needs. These RtI teams – with parent involvement – will continually monitor student progress and make appropriate intervention recommendations. If the student's deficiency isn't remediated while serving Tier III interventions, or if a student is responding to intervention but requires a level of intensity and resources to sustain growth performance, a referral for evaluation for Exceptional Student Education may be recommended.

If the documented deficiency has not been remediated a student **may be retained** in accordance with state guidelines. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Intensive remedial instructional strategies may include but are not limited to:

- Summer school coursework (Grades 3 and 6)
- Extended day services (before or after school tutoring)
- Parent tutorial programs (if appropriate)
- Contracted academic services (previously approved by the district)
- Exceptional Student Education
- Suspension of curriculum other than reading, writing, and mathematics, and science
- Intensive skills development programs
- **Immediate intensive** intervention (iii) inside or outside the literacy block if deficit is in reading.
- Implementation of a positive behavior support plan
- Remediation plan to help the student with make-up work
- Contingent upon available funds and on a first-come, first-serve basis, students classified as ELL and who are enrolled in a program receiving services that are specifically designed to meet the needs of English Language Learner students are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).
- Contingent upon available funds and on a first-come, first-serve basis, students scoring a Level 1 or Level 2 on the 3rd grade statewide, standardized ELA assessment are eligible for the "Reading Scholarships Accounts" program (see page 16 under "Reading Deficiencies and Parental Notification" form more information).

A review shall be conducted of MTSS Plans for all retained third grade students who did not score above Level 1 on FSA and did not meet one of the Good Cause exemptions. The Plan must address additional supports and services needed to remediate the deficiency.

When to consider starting an MTSS Academic or Behavior Plan

Academic Considerations

	READING	MATH	WRITING
K-2	<ul style="list-style-type: none"> Consistently scoring in the red success zone on a Clay established benchmark assessment Scoring in the yellow success zone of a Clay established benchmark assessment if supported by other data Teacher, parent, or other instructional personnel recommendation Report card reflects skills not mastered as expected for grade level 	<ul style="list-style-type: none"> Scoring at the at-risk level on a Clay established benchmark assessment if supported by other data sources Teacher recommendation Report card reflects skills not mastered as expected for grade level 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates weakness in writing skills
3-6	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher, parent, or other instructional personnel recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on FSA for the two previous school years Required for retained 3rd grade readers 	<ul style="list-style-type: none"> Scoring at the at-risk level on Clay established benchmark assessment if supported by other data Teacher recommendation Report card reflects skills not mastered as expected for grade level Scored at level 1 or 2 on or FSA for the two previous school years 	<ul style="list-style-type: none"> Report card reflects skills not mastered as expected for grade level Teacher recommendation Clay established assessment rubric demonstrates weakness in writing skills

Behavioral Considerations

K-6	<ul style="list-style-type: none"> Discipline referrals, Clay Behavior Universal Screener, Schoolwide Positive Behavioral Interventions and Supports (PBIS) data Students who exhibit externalizing or internalizing behaviors Students who present many behavioral challenges in and out of the classroom Students experiencing in-class consequences but do not get discipline referrals Students in ESE settings who may still need additional behavioral supports Teacher, parent, or other instructional personnel recommendation
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READING DEFICIENCIES AND PARENTAL NOTIFICATION (F.S.1008.25)

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Reading Scholarships

FS 1002.411 provides reading scholarship accounts for students. Contingent upon available funds, and on a first-come, first-served basis, each student in grades 3 through 5 who is enrolled in a Florida public school is eligible for a reading scholarship account if the student scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.

For an eligible student to receive a reading scholarship account, the student's parent must:

- Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; StepUpForStudents.org
- Submit eligible expenses to the eligible nonprofit scholarship-funding organization for reimbursement of qualifying expenditures, which may include: instructional materials, curriculum, tuition and fees for tutoring, summer education and after-school education programs designed to improve reading or literacy skills

By September 30, the school district shall notify the parent of each student in grades 3 through 5 who scored below a level 3 on the statewide, standardized ELA assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The "Every Student Succeeds Act" changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS (Children in Need of Service) petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

Habitual Truancy

"Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e).

If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S

If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sickness, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
- The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
- The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Excused absences are: religious instruction/holidays, sickness, injury or other insurmountable conditions, absence for medical, clinical or therapeutic treatment of autism spectrum disorder, or absences due to participation in an academic class or program or as otherwise excused by the principal.

Students who have excused absences must be allowed to **make up missed work**. If a student has excessive absences, then he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day that a paper, project, test or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned prior to the absence is due the day the student returns. Work assigned during the absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established which indicates otherwise.

For unexcused absences, including out of school suspension, work assigned or tests that cover instruction prior to the unexcused absence must be taken and graded. Work assigned and due during the time of an unexcused absence may be accepted for credit at the

discretion of the teacher.

Attendance for CVA is documented as follows:

- Students in grades K-5 must follow pace chart for each week;
- Students in grades 6-12 must stay on pace for each week (minimum of 5% per week);
- Any day a K-5 student does not log in is considered an absence if coursework is not up to date;

The Learnfare program requires children of cash assistance recipients to attend school regularly or they risk having their cash assistance reduced. (SDCC 4.54)

Per School Board Policy, Perfect Attendance is awarded to students that have been neither absent nor tardy. Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. To prevent parents from sending their child to school and then checking them out 30 minutes later, a student checked out prior to 10 a.m. will be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. (SDCC Policy 4.02 G)

ASSESSMENT (F.S. 1008)

Students in grades kindergarten through 6 are evaluated annually. **All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.** Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Education, for students with a 504 plan, and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP), 504 Plan or the English Language Learners Plan (ELL).

The Florida Standards Assessments (FSA) (<http://fsassessments.org>) elementary testing requirements are as follows:

Florida Kindergarten Readiness Screener (FLKRS) – (F.S. 1002.69) All school districts are required to administer the statewide screening based upon the VPK standards to each kindergarten student in the school district within the first 30 school days of the school year. Data will be used to identify students in need of intervention and support. Retained kindergarten students will not be screened. Teachers are encouraged to share the data from the FLKRS with parents when conferencing.

FSA English Language Arts – Writing– The FSA Writing component is administered to all fourth, fifth, and sixth grade students. Results for the Writing Component will be combined with the FSA English Language Arts assessment for

one combined score.

FSA Mathematics – This test is administered to all students in grades 3, 4, 5 and 6.

FSA English Language Arts – This test is administered to all students in grades 3,4,5, and 6 in a separate assessment window from the FSA Writing component. Results from the English Language Arts assessment are combined with the FSA Writing component for one combined score.

Statewide Science Assessment – This test is administered to all fifth grade students. Students are compared to other fifth grade students within the state.

ACCESS 2.0 – This test is administered to all ELL (English Language Learner) students with a code of “LY” on the first day of the test administration window.

Progress Monitoring

- Clay County District schools will use the i-Ready reading diagnostic three times a year for reading progress monitoring in grades K-8. *K-3
- Clay County District schools will use the Achieve3000 LevelSet three times a year for reading progress monitoring in grades 4-10.
- Clay County District schools will use the i-Ready reading diagnostic three times a year for math progress monitoring in grades K-8.

Student performance on teacher developed commercially produced assessments determine grades on report cards. Required district achievement testing and statewide assessments do not impact the student’s report card grade.

ELIGIBILITY FOR ALTERNATE ASSESSMENT

FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines

All Florida students participate in the state’s assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

Per section 1008.22, Florida Statutes, and Rule 6A-1.0943 F.A.C., only students with significant cognitive impairment are eligible to participate in the FSAA program. Therefore, students with a primary disability category of SLD must not participate in the FSAA program and subsequently should not be enrolled in access courses that align to the FSAA program.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments.

All of the following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C

If the student meets all of the criteria for alternate assessment, the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If the student does not meet the criteria, the student should be instructed in general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score.

The four achievement levels are:

Level 1

Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

Level 2

Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

Level 3

Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

Level 4

Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

GUIDELINES FOR EXEMPTION OF ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learner (ELL) students, who have been in an English Language Program for less than two years and fail to meet district expectations on the state assessments in reading, shall be exempted for Good Cause from the third grade mandatory retention.

All English Language Learners (ELL) who are identified as LY, or active ESOL learners are required to take the annual ACCESS 2.0 assessment in accordance with Rule 6A-6.0902.

REPORTING PUPIL PROGRESS

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, social studies and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information.

REPORT CARDS - F.S. 1003.33

Student report cards will be issued every nine weeks. Incomplete work must be completed for a grade within two weeks of the last day of the grading period. This may not extend past the last day of school. Extensions for illness or incapacitating accident must be approved by the Principal.

Report cards will contain:

- The student's academic performance in each class or course grades 3-6 based upon examinations as well as written papers, class participation, and other academic

- performance criteria (performance will be considered at grade level unless otherwise stated)
- The student's conduct and behavior
 - The student's attendance, including absences and tardies

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Students in Kindergarten – Second grade with significant cognitive disabilities and working on the Participatory or Supported Level *Florida State Standards Access Points* will be evaluated with a modified report card. **All other students will be evaluated with the standard grade level report card.**

REPORT CARDS K-1

The Report Cards for K-1 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health. These grades are evaluated through the use of the following scale:

- E - Excellent - Student consistently exceeds grade level expectations. (90% - 100%)
- S - Satisfactory - Student consistently meets grade level expectations. (70% - 89%)
- N - Needs Improvement - Student does not consistently meets grade level expectations. (60% - 69%)
- U - Unsatisfactory - Student does not meet grade level expectations. (59% and below)

Conduct and behavior is evaluated by the teacher using the following scale:

- O - Outstanding
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

REPORT CARDS 2-6

The Report Cards for 2-6 students will include grades earned in Language Arts, Mathematics, Social Studies, and Science/Health are evaluated through the use of the following scale:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Conduct and behavior is evaluated by the teacher using the following scale:

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Students may also participate in courses such as physical education, music, art and technology. Performance or nonperformance in these classes may be communicated by the teacher via the district's Parent Portal.

EVERY GRADING PERIOD, THE TEACHER WILL INDICATE WHETHER THE STUDENT IS WORKING ON (ON GRADE LEVEL), OR BL (BELOW GRADE LEVEL) FOR ALL CORE ACADEMIC SUBJECTS.

HONOR ROLL (GRADES 2-6 ONLY)

To be eligible for the Honor Roll in grades 2-6, students must be working **on grade level**. Principals are encouraged to institute alternative methods to recognize the achievement of students who earn all "A's" and/or "A's and B's" but are not working on grade level.

For "A" Honor Roll:

All "A's" are required in Language Arts, Math, Science/Health, and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward Honor Roll. To attain year-long "A" honor roll the student must attain "A" honor roll each grading period during the year.

For "A/B" Honor Roll:

Grades of "A" or "B" are required in Language Arts, Math, Science/Health and Social Studies. Resource grades (such as Art, Music, Physical Education, Technology) of Outstanding and/or Satisfactory are also required to remain on the Honor Roll. Conduct grades do not count toward the Honor Roll. To attain year-long honor roll for "AB" the student must achieve honor roll each grading period during the year.

ELEMENTARY GRADE PLACEMENT K-6

State law (1003.21(2)F.S.) places the responsibility for the placement of students with the school district. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. School personnel should utilize available

resources to achieve parental understanding and cooperation regarding grade placement. **The final decision for promotion or retention is the responsibility of the building Principal (1012.28(5)F.S.).**

MULTIPLE BIRTH SIBLINGS/CLASSROOM PLACEMENT (s.1003.06, F.S.)

The parent of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than 5 days before the first day of each school year or 5 days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences. The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings. Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

PROMOTION

Promotion is based on mastery performance standards approved by the State Board of Education according to Florida Statute 1003.41 for Pre-K through 12. Progression from one grade to the other is determined in part by proficiency in reading, writing, science, and mathematics at each grade level as defined in the Florida State Standards. This also includes proficiency in statewide assessments below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account student learning style.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion (F.S. 1008.25). Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of the levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Standards Assessment.

Promotion, assignment, or retention normally will occur at the end of the school year or at

the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher subject to review and final approval of the principal.

Students in grade 6 must earn a promotion credit in Language Arts, Math, Science, and Social Studies to be promoted to 7th grade. To earn a promotion credit a student must earn a "D" or better on grade level in the subject area. A student may earn only one promotion credit in Summer School. A student can earn an additional promotion credit for promotion purposes through a state approved virtual instruction provider.

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade promotion, mid-year promotion, and subject-matter acceleration within the same school; virtual instruction in higher grade level subjects pursuant to S. 1002.3105 (2) (a).

Additional ACCEL options include enriched science, technology, engineering, and math (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options available within the principal's school.

STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS – RULE 6A-1.094222

Mid-year promotion of retained third grade students must occur during the **first** semester of the academic year.

To be eligible, a student must demonstrate that he/she:

- Is a successful and independent reader as demonstrated by reading at or above third grade level; **and**
- Has progressed sufficiently to master appropriate fourth grade reading skills; **and**
- Has at least a "C" average in reading, math, science, and social studies at the third grade level.

The student must be able to demonstrate that he/she has the ability to perform satisfactorily at a fourth grade reading level consistent with the month of promotion to fourth grade as presented in the ELA Curriculum Guides. Evidence of demonstration of mastery will be:

- Successful completion of a portfolio that meets state criteria in Rule 6A-1.094222; **or**
- A score at the 45th percentile or higher on the SAT-10 reading test or iReady reading equivalent of the 50th percentile or above which is consistent with the month of

promotion to fourth grade.

To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:

- Be selected by the district;
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- Include evidence of mastery of the standards assessed by the grade 3 FSA ELA;
- Include evidence of beginning mastery of grade 4 standards. This includes multiple choice, text-based response, and passages that are approximately 50% literary text and 50% information text and;
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The RtI/MTSS Plan for any retained third grade student, who has been promoted mid-year to fourth grade, **must** continue to be implemented for the entire academic year.

DETERMINATION REGARDING PROMOTION

The basis for making the determination regarding promotion should reflect student performance according to:

- Proficiency with state standards as determined by i-Ready diagnostic reports in grades K-8*
- Student growth as determined by i-Ready diagnostic reports in grades K-8*
- Classwork and formative/summative assessments (reported grades)
- Performance on required statewide assessments
- Other objective data presented by teacher (Achieve3000 Lexile Level, LLI Reading Level, etc.)

Recommendation of the Individual Education Plan (IEP) team.

ACCELERATION

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction. ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter

acceleration when the promotion or acceleration occurs within the principal's school.

The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance.

Acceleration Options:

- **Whole Grade Promotion** – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, **the student will be returned to the former placement.**
- **Mid-year Promotion** – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.
- **Subject Matter Acceleration** – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Parents should contact the school principal for information related to student eligibility requirements for participation in ACCEL options.

STUDENTS WITH DISABILITIES

Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be determined by the IEP team and based on the student meeting the goals and objectives on the Individual Education Plan. See Good Cause regarding mandatory grade 3 retention if applicable.

REMEDIATION

REMEDIATION K-6

A student exhibiting substantial reading difficulty must receive intensive reading instruction both during and outside the literacy block. Remediation should also be supported in the content area subjects. This must occur immediately following the identification of the reading deficiency. The student must continue to be given reading

instruction until the deficiency is remedied.

Any student who does not meet the district levels of performance in reading, writing, science, and mathematics or who does not meet the specific levels of performance on statewide assessments as determined by the Commissioner of Education, must be provided remediation through:

- Additional diagnostic assessments, determined by the district, to identify the nature of the student's difficulty and areas of academic need; and
- Implementation of an individual intervention plan developed, in conjunction with a parent or guardian that is designed to assist the student (in meeting state and district expectations of proficiency.
- Contingent upon available funds, access to the "Reading Scholarship Accounts" program.

SECONDARY SCHOOL REFORM (TO INCLUDE SIXTH GRADE) **(F.S. 1003.4156)**

In order to be promoted to grade 9, junior high students must successfully complete the following during their 6th, 7th and 8th grade years:

- 3 **courses** in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school **credit**, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)
- 3 courses in Social Studies (one of which must be Civics which includes a statewide, standardized EOC that constitutes 30% of the student's final grade. A middle grades/junior high student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two-year-long courses in social studies that include coverage of civics education.)
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.)
- F.S. 1003.455 Requires one semester of physical education each year for students enrolled in grades 6-8.

Sixth grade students who score Level 1 or 2 on the FSA ELA must complete a remedial course or a content area course in which remediation strategies are incorporated in course content the following year. Students scoring a Level 2 on FSA Reading will be assessed

at the end of the sixth grade to determine placement in intensive reading or placement in a content area reading course in seventh grade.

Sixth grade students who score Level 1 or 2 on the FSA Math must receive remediation that may be integrated into the required math course the next year. Refer to page 19 for requirements of RtI Plans for students scoring Level 1 or 2 on FSA.

SIXTH GRADE FAST TRACK PROGRAM

This program allows selected 6th grade students to be promoted to the junior high should they meet the following criteria:

- Student with 2 or more retentions
- Student who is 13 years of age on or before September 1st
- Student must attend summer school
- Principal recommends for Fast Track; requires District Office approval

Contact the school guidance counselor for more information.

RETENTION

GENERAL REQUIREMENTS

Students failing to achieve district levels of expectation **must** receive remediation. If, after remediation, they are still deficient, they **may** be retained.

Recommended Steps for Retention Consideration

- Identify potential students and verify whether the students are receiving support services through an active monitoring plan or Individual Education Plan or 504 Plan.
- In consultation with the principal, teachers will notify parents **prior** to the last nine weeks of the school year.
- Students who have difficulty meeting promotion requirements should be evaluated for retention by the professional team (administrator, teacher, and counselor). Consideration should be given for a referral to the Response to Intervention Team/MTSS, Student Services Team, and/or counseling.

No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should determine if a student is ready for the work of the next grade level.

The state board has adopted rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance level prescribed by the district's Student Progression Plan. Such rules specifically address the promotion of the students with Limited English Proficiency and students with disabilities. Refer to exemption for Good Cause regarding grade 3 students.

The school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

Students in grades K-6 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

MANDATORY GRADE 3 RETENTION AND SUPPORT (F.S. 1008.25)

It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

If the student's reading deficiency is not remedied by the end of the grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for Good Cause.

If a grade 3 student transfers after the administration of the Florida Standards Assessment, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade. The assessment, identified by the state, is the SAT-10 or iReady Reading. The student must score 45% or higher on the SAT-10 or 50th percentile or higher on the iReady diagnostic to be eligible for promotion unless Good Cause is applicable. A portfolio may also be presented to the principal. See "Good Cause".

Retention of Limited English Proficient (LEP) students must be determined by a school's LEP Committee, except in the case of mandatory retention for reading deficiencies in grade 3. See "Good Cause".

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the Good Cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FSA is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.

Each school district shall conduct a review of MTSS Plans (or Individual Education Plans for students with disabilities) for all retained third grade students who did not score above

Level 1 on the FSA ELA and did not meet one of the Good Cause exemptions, and shall address additional supports and services needed to remediate the deficiency.

Third grade students who are retained must be provided intensive interventions in reading to eliminate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.

Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met requirement for promotion and the reasons the child is not eligible for a Good Cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child.

The school district shall require a student portfolio to be completed for each retained third grade student.

Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency, including scientifically research-based reading instruction and other strategies, which may include, but are not limited to: integration of science and social studies content within the reading block; small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year (summer reading camps).

Provide students who are retained with a highly effective teacher.

Retained third grade students who have received intensive instructional services who subsequently score Level 1 must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

EXEMPTION FOR GOOD CAUSE

GOOD CAUSE EXEMPTIONS FOR GRADE 3

The district school board may only exempt students from mandatory retention in grade 3 for Good Cause. Good Cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program.
- Students with disabilities whose Individual Education Plan indicates that participation in FSA is not appropriate.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (SAT-

- 10 alternative assessment/iReady reading).
- All grade 3 students new to the county or students who missed the reading portion of the FSA will be administered the alternative assessment prior to the end of the school year. All grade 3 students who scored Level 1 will also take the SAT-10 at the end of Summer Reading Camp.
 - To promote a student using the SAT-10 as an alternative assessment Good Cause exemption, the grade 3 student scoring at Level 1 Reading FSA must score at or above the 45th percentile on a parallel form of the SAT-10. The SAT-10 may only be administered **TWO** times. The earliest the alternative assessment may be administered is following the receipt of the grade 3 student's Reading FSA scores or during the last two weeks of school, whichever occurs first, for student promotion purposes. The iReady scale score requirement for promotion is Reading 535 or higher.
 - To promote a student by portfolio, there must be evidence of mastery of the third grade Florida State Standard Benchmarks for Language Arts **and** beginning mastery for fourth grade Language Arts. The portfolio **must** meet the following requirements:
 - be selected by the district student's teacher;
 - be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - include evidence of mastery of the standards benchmarks assessed by the grade 3 Reading FSA ELA (2015);
 - include evidence of beginning mastery of grade 4 standards. Benchmarks that are assessed by the grade 4 Reading FSA (2015). This includes multiple choice, short text-based response, and extended response items and passages that are approximately 5060% literary text and 5040% information text, and are between 100-900 words with an average of 500 words. **For each benchmark, there must be three examples of mastery as demonstrated by a grade of "70%" or better;** and
 - be signed by the teacher and the principal as an accurate assessment of the required reading skills.
 - Students with disabilities who participate in the FSA **and** who have an Individual Education Plan or a Section 504 Plan **that** reflects that the student has received the intensive remediation in reading for **more than two years** but still demonstrates a deficiency in reading and was previously retained in K, 1, 2, or 3.
 - Students who have received the intensive remediation in reading **for two or more years**, but still demonstrate a deficiency in reading **and** who were previously retained in K-3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a monitoring plan (or Individual Education Plans for students with disabilities) that included specialized diagnostic information and specific reading strategies for each student. The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
 - Students who have already been retained once in 3rd grade.

PRINCIPAL'S RESPONSIBILITY – GOOD CAUSE (F.S. 1008.25)

Requests for Good Cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing MTSS Plan, Individual Educational Plan, if applicable, report card, and student portfolio.
- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted based upon good cause guidelines, the principal should complete a good cause attestation form and send it to the District Reading Department. The student should be coded as promoted within the FOCUS database.

PROMOTION (K-2, 4-6)

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. **The final decision is the responsibility of the principal.**

A student may be considered for promotion, by the principal, to the next higher grade with the exception of mandatory retention for third grade. The following reasons shall be the determining factor when making this decision for promotion:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages Program who have previously been retained at least one year in the grade grouping and are on a monitoring plan.
- Students with disabilities whose Individual Education Plan indicates that participation in State/District standardized testing is not appropriate.
- Students receiving intensive reading instruction for two or more years, mandatory retention in grade 3 and at least one additional year of retention but still has deficiency in reading. If promoted under this exemption, intensive reading instruction must be provided the next year to include an altered instructional day based on an MTSS Plan (or Individual Education Plans for students with disabilities) that includes specialized diagnostic information and specific reading strategies.

Request for exemption from retention for any student (K-2 or 4-6) with continuing reading deficiencies must be consistent with the following:

- Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the

student's academic record. Such documentation can consist of the existing MTSS Plan, IEP, report card, student portfolio, or alternate testing and evaluations.

- The principal must review and discuss the recommendation with the teacher(s), counselor and psychologist and determine promotion or retention. If the principal determines that the child is to be promoted, he/she will sign the report card and indicate **promoted**. A statement will be added to the report card stating the data on which promotion is based.

For third grade students see Section on Mandatory Retention in Grade 3.

A student may be assigned by the principal, to the same grade grouping (K-3 or 4-6) even if the student has previously been retained in that grade grouping. Parents will be notified, in writing, of this placement.

Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.

Districts shall implement a policy for the mid-year promotion of any retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FSA as determined by the State Board. See Mid-Year Promotion.

The placement of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advanced grade. Parents will be notified of the placement, and it will be documented in the student's record.

The principal should receive input from the Exceptional Student Education student's Individual Education Plan or Educational Plan regarding the appropriateness of placement.

EXTENDED DAY PROGRAMS

DEFINITION

The definition for extended day programs includes academic tutoring programs during the regular school term. Elementary schools, within the district, may provide academic tutoring before or after school, Saturdays or other days that are not regular school days in addition to Summer Reading Camp. The purpose of the extended day program is to provide support for the students at risk of academic failure during the school term instead of waiting until the summer to provide remedial instruction.

The principal's approval to recommend the student for academic tutoring or Summer Reading Camp should be made on the basis of the student's need to meet the district and state levels of performance in reading and writing. Grade 3 students who score Level 1 on the Florida Standards Assessment will be targeted for Summer Reading Camp.

STUDENT ELIGIBILITY FOR ACADEMIC TUTORING AND SUMMER READING CAMP

Basic Education students, who were enrolled in Clay County Schools in the previous year, will qualify if they have a current monitoring plan or who meet individual school criteria for eligibility for available tutoring.

Students in grade 3, mandatorily retained, will be given the opportunity to attend Summer Reading Camp. The purpose of summer reading camp is to provide intensive reading remediation and to provide retained students with an additional opportunity for promotion to fourth grade. The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days he/she will be dropped from summer reading camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardy or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.

Students may make prior arrangements to take the SAT-10 at their district school on the last day of reading camp if they are taking remedial instruction through a private program.

In addition to the above criteria Exceptional Student Education (ESE) students may qualify if the IEP team determines extended school year services are necessary.

English Language Learner (ELL) students are eligible.

Sixth grade students may attend summer school to remediate one course. A student can earn an additional promotion credit for promotional purposes through a state approved virtual instruction provider.

On a case by case basis Principals may determine whether previously retained, over-aged sixth graders may benefit by repeating one summer school course to be "conditionally promoted" to 7th grade where additional remediation must occur. (See Secondary PPP)

REQUIRED PROGRAM OF STUDY K-6

The required program of study for elementary students in Clay County District Schools reflects state and local requirements for Elementary Education, including but not limited to, the Florida State Standards.

SPECIAL PROGRAMS AVAILABLE

TITLE I BASIC READING AND MATHEMATICS ACADEMIC SERVICES

Title I is a federally funded program designed to supplement basic education in core curriculum area of reading, math, science, and writing.

VIRTUAL SCHOOL (F.S. 1002.45)

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. Students taking CVA for full time enrollment outside of Clay County must be released from their county of residence.

CVA offers full time/part-time enrollment as a franchise of Connections and FLVS, but also offers other full time programs through Pasco County Virtual School and FLVS (full time and flex). Part-time classes are available for students in 6 grade for any student who wishes to take additional classes and for 4th and 5th grade students who qualify based on state assessments. Elementary students who enroll directly with FLVS/Connections Academy as a school choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and require administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester.

CVA STUDENT CONTACT AND DROP POLICY

Students are required to follow a pace chart (secondary) or scheduler (elementary). If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course in the first 21 days with passing grades or they will be withdrawn from their course(s) at that point. Students who do this will be withdrawn without a grade NG. Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add

courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online. Administrators and guidance counselors will interpret this.

VOLUNTARY PRE-KINDERGARTEN PROGRAM (VPK)

The free Voluntary Prekindergarten Program will be offered at selected school sites during the summer and during the regular school year. Parents must provide transportation. In order to be eligible, the parent/guardian must:

- Provide a certificate of eligibility from Episcopal Children's Services.
- Provide a registered birth certificate indicating the child will be four years old on or before September 1st of the year of participation in VPK. They must be eligible to enter Kindergarten in the fall following VPK.
- Provide a physical dated within one year of the school entry date. Exemptions will be granted on religious grounds upon receiving written request from parents/guardian stating objections to the examination (F.S. 1003.22). A homeless child as defined by F.S. 1003.01, shall be given temporary exemption for 30 days.
- Provide a valid DH 680 Florida Certificate of Immunization or DH 681 Florida Certificate of Religious Exemption for Immunization. This is the only document schools are permitted to accept as proof of immunization.
- Provide a Social Security Number (District request).

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student's current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments,

regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

SECONDARY EDUCATION

ARTICULATED ACCELERATION

Articulated acceleration will serve either to shorten the length of time necessary for a student to complete the requirements associated with a postsecondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses and Preliminary IB courses
- Advanced International Certificate of Education (AICE)
- Virtual Education Options; including CVA and Florida Virtual School (FLVS)
- Industry Certifications that articulate to Post secondary credit as identified by the Florida Department of Education, Gold Articulation Agreements.

Schools will notify parents of students currently in/or entering high school of the opportunity and benefits of accelerated coursework.

It is the policy of the School District of Clay County to purchase tests for students who meet the following criteria involving AP, IB and AICE tests:

- A student must be enrolled in the course in order to be eligible to take the exam, except in the case of CAP for AP tests;
- The student must earn a “C” or higher in order for the school to purchase a test for that student, except in the case of CAP for AP tests;
- CAP students and home-schooled students who are not enrolled through Clay Virtual Academy but wish to take an exam may do so at a non-refundable fee (the cost of the test at that time). Checks must be made payable to the “School District of Clay County.”

Dual Enrollment – Students, who qualify for Dual Enrollment may take certain college classes from specified institutions within the Florida Postsecondary Articulation Agreement and receive high school and college credit. These classes have no tuition fees and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school guidance office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released for the courses from the high school campus since these courses would be considered part of their daily schedule. Dual Enrollment courses shall not be combined with any other course.

Early Admissions – Early admissions is a form of dual enrollment permitting high school

students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Career early admissions is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. 1008.44. These students are entitled under rule and law to all rights and privileges allowed for all seniors included, but not limited to, participation in class activities (i.e. grad night, prom, etc.), rank in class, and eligibility for class Valedictorian or Salutatorian.

ASSESSMENT EXEMPTION

A child with a medical complexity may be exempt from participating in statewide, standardized assessments, including FAA if based upon medical documentation from a physician that the student is medically fragile and needs intensive care due to a condition such as congenital disorder or acquired multi-system disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The student, if the IEP determines that the student qualifies, has the following options:

- One year exemption, if approved by the superintendent, from all statewide assessments.
- One to three year exemption, if approved by the superintendent, from all statewide assessments.
- Permanent exemption, if approved by the superintendent, from all statewide assessments.

ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

The “Every Student Succeeds Act” changes the focus of attendance. Instead of focusing on Truancy, the focus is narrowed to Chronic Absences. There has been a shift from punitive measures to preventive and supportive interventions. The process is driven by data which ensures accountability. A multi-tiered model of interventions should be established in each school. Tier one interventions should be implemented school-wide and can include contests, recognition of good/improved attendance etc. Tier two interventions are teacher/classroom based, and Tier three interventions are implemented by a multidisciplinary team. Once Tier one and Tier two interventions have been implemented for attendance without improvement, a referral should be made to the multidisciplinary team. The team should schedule a meeting with and obtain input from the teacher. The parent and the student will be invited to the intervention meeting. The intervention team should have regular meetings. These meetings not only provide prevention and

intervention, but follow-up meetings are held to check-in on prior attendees. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits, and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

For the intervention plan to be successful, the plan must be achievable. If the team determines it is appropriate to accept make-up work for unexcused absences, the Principal or Designee will seek input from the team, including the teacher and make a final determination. The intervention plan and the student's response should be monitored. If the team has concerns, there should be discussion about what is working and what needs to be re-addressed. Referring the student for consequences should not be considered until all resources have been exhausted. The decision to proceed with a CINS petition or Referral to the Truancy Arbitration Program is a decision the intervention team will make when the members agree that a referral should be made.

HABITUAL TRUANCY

“Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent, is subject to compulsory school attendance under s.1003.21(1) and (2) (a), and is not exempt under s.1003.21 (3) or s.1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s.1003.26 and s.1003.27 (3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services.

Truancy Procedures: If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, Tier 2 interventions should be implemented. If these are not successful, the primary teacher shall report to the school Principal or his or her designee that the student may be exhibiting a pattern of nonattendance. F.S.1003.26.

The multidisciplinary team shall be diligent in facilitation intervention services and shall report the child to the Superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. F.S. 1003.23(1)(d).

- If the parent or guardian in charge of the student refuses to participate in the

- remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. F.S.1003.26(1)(e)..
- If the board's final determination is that the strategies of the multidisciplinary Team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non compliance with compulsory school attendance. s. 1003.26(1)(e), F.S
 - If nonattendance continues after the implementation of intervention strategies, the Superintendent or designee shall file a CINS petition, defined in s.984.15, F.S. The school representative, a parent, law enforcement, a court, or the DJJ shall initiate a referral to a CINS provider or a case staffing committee established pursuant to s. 984.12, F.S., and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family (F.S.1003.27(3)). Prior to the filing of the CINS petition, reasonable time must be allowed to complete interventions to remedy conditions contributing to the truant behavior and must comply with the requirements of F.S.1003.26.

EXCUSED/UNEXCUSED ABSENCES

An absence from school under the following circumstances shall be considered excused:

- With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
- Sick, injury or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
- Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
 - The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
 - The student's grades/academic progress is insufficient to allow for the student's promotion or graduation. Absences approved for religious reasons do not affect perfect attendance.
- Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal

to go beyond these 10 days for excused absences.

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.

If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and required the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

An absence from school under the following circumstances may be considered unexcused:

- The absence was without the parent/guardian's knowledge, consent or connivance.
- Permission for the absence was requested but denied by the principal of the student's school.
- No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to schools.

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

Accumulated unexcused tardy and early departure time equivalent to one full school day may be counted as one unexcused absence in the total number of unexcused absences required for possible legal action.

Missed instructional time due to tardiness and early departures shall be accumulated as excused or unexcused using the same policies as for absent days.

Pertaining to children of military families, students may receive 5 excused days when the absences are due to a parent/guardian leaving for active duty, on leave from active duty or returning from deployment (FS-1000.36).

In no instance will an academic penalty be used for a "Code of Conduct" violation.

Attendance for Clay Virtual Academy students will be documented as follows:

- Students in grades K-5 must log in each school day;
- Students in grades 6-12 must follow their pace chart and be on pace;
- Any day a K-5 student does not log in is considered an absence unless otherwise approved by a CVA administrator or guidance counselor;

- Any week a 6-12 student completes less than their pace chart % of the coursework, an absence equal to the percentage below 5 will be documented unless otherwise approved by a CVA administrator or designee.

Perfect Attendance is awarded to students that have been neither absent or tardy.

Perfect attendance will be awarded to those students who have been present in school every day, with **no absences or tardies**. If a student is not in attendance for half of the school day he/she would be considered as absent for purposes of “perfect attendance”. If a student is checked out after 10:00 a.m. they are considered present and “perfect attendance” is not affected. -(SDCC Policy 4.02 G) Clay Virtual Academy students are not eligible for perfect attendance.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The “Bright Futures Scholarship Program” is intended to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within 3 years of high school graduation. If a student enlists directly into the military after graduation, the 3-year period begins upon date of separation of active duty. If a student has a full-time religious or service obligation lasting at least 18 months, the two-year eligibility period for an initial award and the five-year period for renewal begin upon completion of the obligation. The “Bright Futures Scholarship Program” is the umbrella program for state-funded scholarships based on academic achievement in high school that were formerly provided through such programs as the “Florida Academic Scholars” and “Gold Seal Programs”. High school guidance departments can provide specific details about meeting the program's criteria. The following information covers the basic components of the “Bright Futures Scholarship Program”:

- 4-Levels of scholarship awards – Florida Academic Scholars (FAS); Florida Medallion Scholars (FMS); Florida Gold Seal Vocational Scholars (GSV); Florida Gold Seal CAPE Scholars (GSC)
- For all 4 awards, the student must earn a Florida high school diploma and meet the requirements for the specific award.
- Each award has its own academic requirements, award amounts and funding length. A student may receive funding for only one award with the highest award earned being selected.
- Earn the 16 core credits
- Achieve the required Grade Point Average or Industry Certification depending on the level received.
- Achieve the required SAT, ACT or PERT test scores for the level received
- Perform required number of voluntary service hours based on the level received

More information about the Bright Futures program, along with other Florida scholarship opportunities, can be found at www.FloridaStudentFinancialAid.org.

CALCULATING GRADES AND GRADE POINT AVERAGE

Semester grades will be calculated by multiplying each quarter (9-weeks) numeric grade by .45 (45%), multiplying the semester exam by .10 (10%), and adding the products together. For semester courses, a final average of “60” and above equals ½ credit. Courses that have “End-of-Course” (EOC) exams will receive full credit at the conclusion and then have the GPA calculated. For athletic purposes, the semester grades will be calculated to determine eligibility status.

The District will maintain a one-half credit earned system including full-year courses with credits posted after each semester. For year-long courses, if a student fails one semester, but passes the other semester with a high enough grade to achieve a passing average for the year, the student will receive a full credit (1) for the course. For courses that require an “End-of-Course” assessment which is 30% of the final grade, the District will determine the calculations and disseminate to the schools. The primary responsibility for assigning grades rests with the teacher with final approval of the Principal. Parents and students are urged to contact the school about this calculation. Please see the section on “Graduation Options” for more information about EOC’s and diplomas.

In calculating GPA for graduation and eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. “WP” and “WF” indicators in virtual courses are not counted in the GPA calculations. Quality points are assigned by each semester average (A = 4, B = 3, C = 2, D = 1, F = 0). Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a “Standard,” “Scholar,” or “Merit” diploma. All credit-earning courses taken in grades 7-12 and through virtual programs will count in the cumulative GPA calculations. For purpose of class rank only credit earning courses taken in grades 9-12 and through virtual programs during those years will be counted. Courses in which “grade forgiveness” policies have been applied are exempt.

All courses designated as “Honors,” (this includes “Pre-AICE and Pre-IB”) will be weighted as “4.5” on the weight scale for Clay County schools. “Level 3” Career and Technical Education courses will be weighted on a “4.5” basis. Courses designated as “Dual Enrollment, Advanced Placement, AICE and International Baccalaureate” will be weighted at “5.0.”

CLAY VIRTUAL ACADEMY

Clay Virtual Academy (CVA) is a school choice option for K-12 full and part-time students who reside in Clay County. Public, private or homeschool students may take classes with CVA. CVA offers full time/part-time enrollment as a franchise of FLVS, but also offers other full time programs through other providers (local districts, virtual charter schools, and/or FLVS full time and flex). Students may opt to take 7th or 8th period courses through Clay Virtual Academy (a franchise of FLVS) or FLVS for acceleration, original credit or grade forgiveness. For more information please see your guidance counselor or cva.oneclay.net.

Secondary students who enroll directly with FLVS/Connections Academy as a school

choice option are no longer considered Clay County enrollees but may still participate in state test and extracurricular activities at their zoned schools.

Clay Virtual Academy is a school of choice and may not be able to accommodate all students.

- Clay County shall not deny access to any District approved online courses assuming that the desired online course(s) is an appropriate course placement based on the students' academic history, grade level, ability level and age appropriateness. This program is available to full-time and/or part-time students in virtual courses in 6-12 (FS.1002.45);
- CVA offers numerous courses during the school year, including Honors courses and Advanced Placement (AP) courses. CVA course grades are accepted for credit and are transferable. CVA is considered part of the Clay County school system and has accreditation status AdvancEd and the courses are approved by the NCAA;
- The student may participate at their zoned school's graduation if at the time of enrollment during their senior year they are in good standing with the zoned school. Any student recommended for an alternative educational setting for disciplinary reasons may not participate in the commencement exercises at their zoned school; including students who enroll at CVA in lieu of the recommended alternative educational setting.

Applications for CVA are accepted only during open enrollment periods listed on the CVA website, cva.oneclay.net. Applications are considered without regard to age, disability, race, national origin, religion, or gender. The application process is to ensure, as far as possible, that students will be successful in their academic work. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and guidance counselor approval. No students may enroll or exit after Survey 2 until semester, nor after Survey 3.

STUDENT CONTACT AND DROP POLICY

Students are required to follow a pace chart. If a student does not stay on pace, they are considered absent based on pace/scheduler. This can impact attendance and future enrollment in the school. If students do not maintain pace, working consecutively on required assignments, they will be withdrawn in the first 21 days of a course with no penalty. Even if a student is ahead of pace, weekly submission is required in each course. This is monitored closely by teachers and administration. If a student cannot independently succeed in the virtual setting, it is in the best interest of the student to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.

Students have a 21 day grace period starting from the course activation date to drop a course. Students must be on pace in each course ~~in the~~ within the first 21 days with passing grades or they will be withdrawn from their course(s). Students who do this will be withdrawn without a grade (NG). Students who withdraw after the 21 day period will be issued a W/P or W/F, and if over 50% complete, a failing grade. When students add

courses, the educational suitability and availability of courses will be considered before an approval will be granted. Changes will only be considered in the first 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21 day grace period, the student may have to complete the course online.

COLLEGE READY TEST SCORES

<u>ACT</u> Reading 19 Math 19
<u>SAT</u> Verbal 440 Math 440
<u>PERT</u> Reading 106 Writing 103 Math 114

CORRESPONDENCE COURSES

Credit by “correspondence courses” shall not be accepted unless transferred in as part of an official transcript from another accredited school or district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value Acceptable nationally recognized accreditation organization.

COURSE SEQUENCING/JUNIOR HIGH SCHOOL COURSE SEQUENCING/JUNIOR HIGH SCHOOL

Students are generally required to enroll in a full year of mathematics, language arts, science, social studies and physical education courses in grades 7 and 8. (Please see the section entitled “Physical Education” to obtain more information on the P.E. waiver.) The core courses mentioned above are offered at various levels with the school making recommendations on the placement of the student. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course and/or a Visual and Performing Arts course for their elective.

Social Studies at the Junior High level includes a Civics course which has an EOC attached to the course counting for 30% of the students’ final grade. In addition, the student must pass the course in order to eventually be promoted to the 9th grade. The U.S. History course will include Florida History, the Declaration of Independence content and its² relationship to our government, the Federalist papers, and the U.S. Constitution.

Junior High students taking Algebra and Geometry will have an End of Course Exam (EOC) in addition to the 7th grade Civics EOC. Courses requiring an EOC exam will have state mandated rules attached. Algebra I, Geometry and Civics EOC results account for 30% of the students' overall grade. Students in Junior High must pass the course with a "60" or above in order to receive the credit and be promoted. Students will have several opportunities to take the exam in order to receive the passing score.

Students in 7th and 8th grade may enroll in high school credit earning courses approved by the District. This enables the student to earn high school credits as well as meeting the junior high school promotional requirements. Clay Virtual Academy offers accelerated courses for qualified students that may allow Junior High students to accelerate into High School math, science, computers and business skills and/or foreign language credits. Common courses approved by the District for high school credit are: Algebra 1, Geometry, Spanish, Digital Information Technology (*The focus of this course is to teach students the "Microsoft Office Suite" software which will prove to be valuable to students whether or not they choose to take business classes in the future. Students must score a "Level 3" or higher on the 7th grade "Reading FSA" and possess proficient keyboarding skills to be eligible.*) and Agricultural Foundations. Digital Information Technology will count towards the Fine Arts/Practical Arts graduation requirements and is a full-year course. These courses will be offered based on demand and teacher availability. Students and parents should check with their assigned school about other credit earning courses.

COURSE SUBSTITUTIONS

For a complete list of secondary course substitutions, see the FLDOE Secondary Student Progression FAQs, Career and Technical Education (CTE) Course Substitutions and Course Code Directory.

Interscholastic Sport(s), Fine Arts, and Reserve Officer Training Corps

- Participation in an interscholastic sport for two full seasons will satisfy the one credit physical education requirement.
- Completion of one semester with a grade of "C" or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.
- Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one credit requirement in physical education and the one credit requirement in performing arts.
 - This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

Career and Technical Education

Students may substitute up to two credits in each of the non-elective core subject areas of English, mathematics, and science as provided for in the Course Code Directory (CCD).

Career and Technical Education earnings that are used as substitution credits in one subject area may not be used as a substitute for any other subject area. Career and Technical Education substitutions and approved Industry Certifications substituting for math and science credits will not count toward state university system admission requirements.

Military Training

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass/fail) during the summer between the 11th and 12th grades provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored “Split Training Option” programs. Credit would be granted under the appropriate Junior ROTC course listing in the “State Course code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the DOE.

Local schools, with the approval of the Superintendent, may offer course substitutions as provided for in the Course Code Directory.

Local schools, with the approval of the Superintendent, may modify course delivery procedures to include extensive student involvement in field interpretations and studies outside the regular classroom. In all cases, total classroom and “field” time will equal the number of contact hours required to earn credit as well as providing for demonstrated mastery of student performance standards for each course. In the case of courses under the District Dropout Prevention Plan, course modifications as allowed by SBE Rule and Performance-Based programs, will be allowed for credit.

CREDIT ACCELERATION PROGRAM (CAP)

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a “End-of-Course” (EOC) exam, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) without having to actually be enrolled in the course(s). A student may earn high school credit in Algebra I, Geometry, U.S. History or Biology I if the student passes the statewide, standardized EOC without the requirement of enrolling in or completing the course. Students are eligible to take the EOC each time that it is offered by the state. Students are responsible for the expense of the AP or CLEP test itself and possible administrative costs.

The requirements and eligibility process to participate in the CAP program are:

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;
- The parent/student must notify the school counselor or Principal in writing in a timely manner regarding their desire to participate in the CAP process;
- Students/parents must supply evidence that they are prepared to sit for the assessment or that there is reasonable justification for the request. This evidence

includes, but is not limited to, previous FCAT/FSA scores, assessment, and grades earned in recent EOC associated courses;

- Obtain the Principal's approval to take the EOC/AP/CLEP test ;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

DROPPING/TRANSFERRING FROM HONORS OR ADVANCED COURSES

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first ten class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- Grade of D or F,
- Completion of a parent conference during each grading period,
- Demonstration of the student seeking consistent academic assistance, and
- Space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation, but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. *Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.*

END-OF-COURSE (EOC) EXAMS

Some courses require “End-of-Course” (EOC) exams. The Algebra 1 EOC is 30% of the students’ overall grade and MUST PASS to meet the graduation requirement. Students, who score a Level 1 or 2 on the Algebra I EOC, may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOC’s are also required in Civics (7th grade – 30% of the students’ overall grade), Geometry (30% of the overall grade

for “Standard,” “Scholar” and “Merit” diplomas), Biology (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students); and U.S. History (30% for “Standard” and “Merit” diplomas; MUST PASS and 30% for “Scholar” diploma students). Please see the “Graduation Chart” for more information on graduation requirements. The District and school distributes information about EOC requirements, testing information and resources each year. Students in Junior High taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.

For Junior High students taking Civics, the EOC constitutes 30% of their grade. If a student transfers into a Florida public school after the beginning of the second semester of their 8th grade year, the student is exempt from the Civics requirement if:

- The student transcript documents passing three Social Studies courses.
- Or two year-long courses in Social Studies that include coverage of Civics education.

Students may take an EOC during the regular administration of the test in order to receive credit for the course once the state establishes the passing score(s). This can occur even without being enrolled in or completing the entire course (see information on CAP). Students in grades K-12 are eligible under the CAP. Home education students will not take the EOC unless the student’s parent chooses to use the EOC for the annual evaluation required by the school district as specified in section 1002.41 Florida Statutes. Homeschool parents should consult with Clay Virtual Academy about EOC’s. Students enrolled in Florida Virtual must take all required EOC’s.

Concerning students who transfer into Clay County from out of the country, out-of-state, a private school, or a home school, with a transcript that shows credit received in Algebra 1 or an EOC required course under the “Scholar” diploma status.

The transfer student is required to take:

- The Algebra 1 EOC assessment if the student is entering grade 9 and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in Algebra 1 or on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act. After taking the Algebra I EOC at least one time, the student can satisfy the Algebra I EOC graduation requirement by achieving a score of “97” on the PERT.
- The Biology and U.S. History EOCs – for “Scholar” diploma students only – if the student entered grade 9 in 2013-14 or thereafter and the transcript does not indicate a passing/proficient score on a statewide, standardized EOC assessment in that course.

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology and U.S. History EOC if seeking a “Scholar” diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOC’s and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a school choice scholarship, such as the McKay Scholarship, may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not required to participate in the EOC assessment. However, to meet the Scholar Diploma requirement in Biology and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL Program is designed to meet the communication and academic needs of students whose native language is one other than English. These students will receive comprehensive instruction utilizing ELL strategies based on curriculum frameworks and guides that provide them equal access to appropriate instruction.

Placement

An ELL Committee, which is composed of the principal or designee, an ESOL/ELA teacher, a guidance counselor, and any other personnel who may be responsible for the language instruction of the ELL, shall make recommendations concerning appropriate placement, along with the parent or guardian of the student being reviewed.

The program of study for English language learners is determined by the student’s current level of English proficiency and academic potential as evidenced by transcripts, language screening, performance data, and/or age appropriate grade placement policies. (Rule 6A-6.904 F.A.C.)

Assessment

In accordance with federal mandates outlined in ESSA, all ELLs (K-12) must participate in the annual English language proficiency assessment in order to evaluate their progress in English language acquisition, and must also participate in statewide assessments, regardless of their Date of Entry.

Retention

Promotion or retention decisions will not be based solely on scores from any single assessment instrument. ELLs cannot be retained based on their lack of English proficiency alone. Retention of an English language learner is based on failure to meet requirements in reading, writing, science, social studies, and mathematics, based on:

- Academic performance and progress using assessment instruments in both English and their native language,
- Attendance, progress reports, and age of the student,
- Number of years the student has been enrolled in the ESOL program, and
- The student's current level of English language proficiency. (Rule 6A-1.09432 F. A. C.)

Exit Procedures

Students may be exited from the ESOL Program either by satisfying exit criteria or through the ELL committee, at which time they will remain on a monitored status for two additional years.

FLORIDA SEAL OF BILITERACY

Students who attain a high level of competency in listening, speaking, reading and writing on one or more world languages, in addition to English, will be eligible for the “Gold” or “Silver” Seal of Biliteracy. This level of attainment will then be denoted on the student's diploma and transcript.

The purpose for recognizing students attainment of this proficiency is to: encourage students to study ~~for~~ world languages; provide employers with a method of identifying an individual with biliteracy skills who is seeking employment; provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admissions to the postsecondary institution; affirm the value of diversity, honor multiple cultures and languages, and strengthen the relationships between cultures in a community. Students should consult with their school counselors in order to learn more about the standards of each level.

A. Silver Seal of Biliteracy

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 3 or higher on the English Language Arts/FSA assessment

B. Gold Seal of Biliteracy

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- earn a 4 or higher on the English Language Arts/FSA assessment

In the event that the student was not able to complete 4 years of a World Language for high school credit, there are other assessment and portfolio options that may be used to fulfill the course requirement. Students should consult with their school counselors in order to learn more about the standards, additional exam options, and performance of each level.

FOREIGN EXCHANGE STUDENT GUIDELINES

Only those organizations operating international exchange programs at the high school

level that are members in good standing of the “Council on Standards for International Educational Travel” (CSIET) will be allowed to place students in Clay County public schools. At no time will the number of exchange students allowed in a high school exceed one-fourth (1/4) of one percent of the total school population or more than five (5) from one organization. This provision may be waived with approval of the Superintendent of Schools or their designee upon the written request of the school principal. It is up to the school principal to determine the number of students allowed from each sponsoring organization, but unless requested, current federal regulations limit the number per organization to five (5). All organizations or host families must have foreign exchange students registered with their respective schools no later than five (5) calendar weeks prior to the start of school for student each year

Under the standards prescribed by CSIET, the following policies must be met by the host family and the exchange program prior to enrolling:

- Written acceptance by the school principal or their designee prior to a host family being designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed prior to arrival and the years required in the home country to complete secondary school;
- The level of the student’s English language proficiency, based on test scores from the ELTIS, must be provided to the District/School. If the student does not meet the minimum score requirement (218), the student will not be placed in a Clay County school. It is the goal of the District to make sure foreign exchange students have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment; appropriate background information and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;
- The student will be classified as a junior and must successfully complete/pass a minimum of six subjects in order to participate in graduation. Foreign exchange students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students in the District.
- All exchange students will be required to take American History, English III (American Literature), American Government, Economics, and a minimum of 3 electives. The only exception to the required courses will be if the home country required a specific curriculum for a student in a specific grade and the local school can reasonably meet the student’s course needs. Written documentation of this requirement must be included as part of the student’s records;
- Driver’s Education, if offered at the school, will not be allowed as a course for exchange students;
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- Foreign exchange students at no time will receive a Clay County diploma of any type nor participate in graduation ceremonies. They will be awarded a special certificate certifying that they successfully completed the course of study for

exchange students as prescribed by the School District of Clay County. These students will not take the FSA or other assessments that may be prescribed by the DOE since they will not be awarded a standard diploma.

- Exchange students will be limited to a one-year program or, if approved by the principal, a semester.
- Exchange students entering into Clay County high schools through immigration status require a J-1 Visa. To get a J-1 Visa the student must be in an accepted foreign exchange program.
- A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family's residence.
- A foreign exchange student may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) rules and policies.

FORGIVENESS “D” AND “F”

Students in grades 9-12 may retake a course in which they earned a “D” or “F.” The higher grade earned will be used in computing their GPA. This is to allow a student whose GPA is less than 2.0 to improve their GPA in order to meet the minimum graduation requirement. The grade forgiveness policy for required courses is limited to replacing the grade of “D” or “F” with a grade of “C” or higher earned in the same or comparable course. Elective courses may replace the grade of “D” or “F” with a grade of “C” or higher in any elective course. Year-long electives will replace year-long electives; semester electives will replace semester electives. Junior High students taking high school credit earning courses may forgive grades of “C,” “D,” or “F.” Once a “C” is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA.

GRADING SCALE

Florida Grading Scale for Grades 6-12 is:

Letter Grade	Progress	Numerical Equivalent	GPA Value
A	Outstanding	90-100	“4” point
B	Above Average	80-89	“3” point
C	Average Progress	70-79	“2” point
D	Below Average	60-69	“1” point
F	Failure	50-59	“0” point
I	Incomplete		

Students moving into Clay County shall have letter grades converted to numeric grades for averaging purposes. If a student cannot produce documentation, or if numeric grades cannot be obtained, the following conversions will be made:

Letter to Numeric Grade Conversions

A+ = 100	A = 95	S = 80
B+ = 89	B = 85	N = 75
C+ = 79	C = 75	U = 59
D+ = 69	D = 65	
	F = 55	

If the student has not enrolled in school, schools will use a zero for the numeric grade.

GRADUATION EXERCISES/DIPLOMAS

- Students who meet the requirements for a “Standard,” “Scholar,” “Merit,” and “Certificate of Completion” shall be eligible to participate in graduation exercises, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome. Students, who fail to meet the minimum credits as prescribed by the School District of Clay County even though they have passed the state assessments, shall not participate in graduation exercises and shall not receive a “Certificate of Completion.” Students eligible for a “Certificate of Completion” shall participate in graduation exercises. It is also District and State policy that eligible students are:
- Allowed to graduate prior to their cohorts (the 24-credit option and 18-credit ACCEL option);
- Students who graduate prior to their cohorts may continue to participate in school and social events and other specifically named events as part of the student’s cohort, excluding athletics;
- Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

During all phases of graduation exercises, including rehearsals, Baccalaureate and commencement, students participating will not be differentiated as to diploma or “Certificate of Completion” except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be, “*Seniors*

of the class of ____are now certified as graduates or have completed their high school course of study as prescribed by the School District of Clay County and the State of Florida.”

“Certificate of Completion” – Students who meet all credit requirements for graduation, but fail to meet a state assessment requirement AND/OR the required GPA for graduation may be awarded a “Certificate of Completion.” Basic education students or students served under Section 504 of the “Rehabilitation Act of 1973” who receive a “Certificate of Completion,” or are eligible to receive a “Certificate of Completion,” may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma. The awarding of a “Certificate of Completion” applies to students choosing the 24-credit option and the 18 credit ACCEL option. A student who has not completed all requirements for the three-year option, including earning passing scores on the state assessments and achieving the required GPA, must be required to meet the 24-credit option and must attend high school for a fourth year.

It is the District’s policy that in order for a student to receive a diploma from the school in which they attended during their senior year must complete all requirements prior to the end of the summer school session. If the requirements are met after the beginning of school for the next year that student will receive an “Adult High School Diploma.”

GRADUATION OPTIONS

In July 2017, the Legislature amended laws related to the high school graduation requirements. Students entering grade nine in the 2014-2015 school year and forward have several diploma options. They are:

- **24-credit Standard option (with “Scholar” and/or “Merit Designations**
- **18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option**
- **International Baccalaureate (IB) Diploma curriculum**
- **Advanced International Certificate of Education (AICE) curriculum**

All of these graduation options include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. Students may change their selection of program options (24 credit and 18 credit ACCEL options) at any time during grades 9-12. Please refer to the “Graduation Requirement” charts in order to compare programs and the criteria for each type diploma.

A few points to remember when choosing a graduation option:

- Students selecting the IB program are committed to a four-year program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for 3 years. These students are still eligible for Florida Bright Futures

- Scholarships and qualify for acceleration programs (e.g.: AP, Dual Enrollment, etc.) if all criteria is met; High school credits awarded prior to the 9th grade will be counted toward the required credits for all graduation options;
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18 credit ACCEL option should contact those institutions as early as possible for specific admissions requirements;
 - Students must complete an online course to meet the graduation requirement (unless otherwise specified). Students in the IB, AICE, or 18 credit ACCEL programs are exempt from this graduation requirement. If an IB, AICE, or 18 credit ACCEL student withdraws or is removed from the program, they must fulfill this requirement.
 - Students in the AICE program are exempt from Physical Education and Fine and Performing Arts requirements. If an AICE student withdraws or is removed from the program, they must fulfill this requirement.

Below is a summary of the graduation requirements for diploma types:

24 Credit Standard Diploma

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign Language is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. At least one of the courses to meet graduation requirements must be online.

- 4 credits in English Language Arts - major concentration in composition, reading for information and literature; Must pass the 10th grade FSA ELA or have a concordant score on a standardized test (ACT, SAT);
- 4 credits in Math – two of which must be Algebra 1 (must pass EOC and have exam count as 30% of course grade) and Geometry (must participate in EOC with results counting for 30% of final grade in course); two credits may be substituted with allowable industry certification that lead to college credit.
- 3 credits in Science – one of which must be Biology (must participate in EOC with results counting for 30% of final grade in course); Two of the 3 credits must have lab components; One (1) credit may be substituted with allowable industry certification that leads to college credit, Biology excluded; One (1) credit may be substituted with an identified rigorous computer science course with a related industry certification, Biology excluded;
- 3 credits in Social Science – 1 credit in U.S. History (must participate in EOC with results counting for 30% of final grade in course); 1 credit in World History; ½ credit in Economics with Financial Literacy; ½ credit in American Government;
- 1 credit in Fine and Performing Arts, Speech and Debate, or a specified Practical Arts course;
- 1 credit in Physical Education (includes integration of health)
- 8 credits in electives – elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores;

- 1 course from the above list must be an online course. This can be either a ½ or 1 credit course. The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate, OR to a student who is enrolled in a Florida high school and has less than 1 academic year remaining;
- 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work-related internships;
- The student must have a cumulative GPA of 2.0 or higher on a 4.0 scale.

“Scholar” Designation of Standard Diploma – same as above except for the following additions:

- Math – Earn 1 credit in Algebra II; Pass the Geometry EOC; Earn 1 credit in Statistics or equally rigorous course;
- Science – Must Pass the Biology EOC or earn minimum score for college credit on AP, AICE, or IB Biology I assessment; must take Chemistry or Physics; Earn 1 credit in a course that is equally rigorous to Chemistry or Physics;
- Social Sciences – Must Pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least 2 credits in a Foreign Language;
- Earn at least 1 credit in AP, IB, AICE, or Dual Enrollment course

“Merit” diploma – same as “Standard” diploma except for the following addition:

- Students pursuing a merit designation must attain one or more industry certifications.

International Baccalaureate (IB) Diploma

The IB program is a rigorous pre-university course of study leading to internationally standardized tests. The program’s comprehensive two-year curriculum allows its’ graduates to fulfill requirements of many different nations’ educational systems. Students completing IB courses and exams from six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 6) Arts and Electives. IB diploma candidates must demonstrate their mastery of course work by passing a battery of comprehensive written, and in some cases oral, examinations in the six subject groups. In addition, IB candidates are required to take the course, “Theory of Knowledge,” complete 150 hours of community service projects and extra-curricular activities, and to write an extended essay. Students in schools enrolled in IB courses do not have to pay to take the exams.

Advanced International Certificate of Education (AICE) Diploma

AICE is a program that is a rigorous pre-university course of study, leading to internationally standardized examinations under the Cambridge International Examination program. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations. AICE students are required to select seven tests, one test from each of four

major subject groups: Math and Science, Languages, Arts and Humanities, Global Perspectives and the remaining three examinations from any of the subject areas the student chooses with a maximum of two credits coming from the optional category..

The two schools in Clay County that offer the AICE program are Fleming Island High School and Oakleaf High School. The AICE program is considered an Academy and students must be either zoned for those schools in order to participate or among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact those schools.

For an AICE diploma, a candidate must earn the equivalent of seven credits by passing a combination of exams at either the full (one-credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from Global Perspectives and one course from each of the other three curriculum areas. Students in schools enrolled in the AICE courses do not have to pay to take the exams.

ACCEL (18-credit) Diploma

Students who choose this option are only required to earn 18 credits. The core credits (Math, Language Arts, Social Sciences, and Science) are the same as the standard diploma types. These students pursuing the ACCEL diploma option do not have to earn a Physical Education credit, the online course credit is not required, and only 3 elective credits are needed instead of 8 elective credits. All other requirements are still in effect.

Online Credit Graduation Requirement

Students may meet this requirement by completing and passing an online high school course offered by the following:

- Florida/Clay Virtual School;
- A district high school (traditional, franchise, or virtual charter);
- A postsecondary school as an online dual enrollment course;
- District virtual instruction programs; and
- A district middle school (high school level course)

Online course specifications and substitutions:

- Core course or considered electives, earning ½ credit or 1 full credit after course successfully completed.
- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List pursuant to s. 1008.44, F.S.,
- Passage of the information technology certification examination without enrollment in or completion of the corresponding courses.
- Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment of the corresponding course or courses.

Exceptions and Exemptions to Online Course Graduation Requirement

The online course requirement may not apply to a student who has an IEP which indicates that an online course would be inappropriate OR to a student who transfers into a Florida public high school who has less than a year left in high school.

Students may also satisfy the online course graduation requirement by completing a blended learning course.

Due to the blended model of instruction in secondary intensive reading classes (online and offline learning), successful completion of a year-long intensive reading course satisfies the online course requirement for students. If a 9-12 grade student passes the FSA ELA Assessment re-take or earns a concordant score, (s)he must remain in the intensive reading course for the full year in order to satisfy the online course requirement. If a student has already met the online course requirement outside of the intensive reading course and passes the FSA ELA Assessment or ACT/SAT in the fall, the student may exit intensive reading at the semester break.

Any student in grades 6-12 scoring a level 1 or 2 on FSA Reading Assessment must be screened using district-selected assessments. Students who pass the screeners will receive reading support within content area classes in order to fulfill their reading remediation requirement. Those students who do not pass the screeners must be placed in an intensive reading class.

Graduation Requirements/Diploma Options			
Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Designation	Graduation Requirements of 24-Credit "MERIT" Designation
English	4 credits in Language Arts MUST PASS 10 th grade FSA ELA assessment	4 credits in Language Arts MUST PASS 10 th grade FSA ELA assessment	4 credits in Language Arts MUST PASS 10 th grade FSA ELA assessment
Mathematics	4 credits: 1 credit must be Algebra I (MUST PASS EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits: 1 credit must be Algebra I (MUST PASS EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; MUST PASS EOC) 1 credit in Algebra II 1 credit in Statistics or equally rigorous course.	4 credits: 1 credit must be Algebra I (MUST PASS EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.	3 credits: 1 credit in Biology 1 (MUST PASS EOC) 1 credit in Chemistry or Physics 1 credit in equally rigorous course	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in equally rigorous course, 2 of 3 credits must have lab. One credit may be substituted with allowable industry certification leading to college credit.
Social Studies	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (MUST PASS EOC) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy
World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Fine and Performing Arts, Speech and Debate, or Practical Art	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.	1 credit in Physical Education to include the integration of health to include the CPR/AED training.
Electives	8 credits	Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits
On-line Course Requirement	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).	1 course (can be either a semester or yearlong course credit; if yearlong course is selected, the entire course must be completed to satisfy requirement).
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students MUST PASS: <ul style="list-style-type: none">Grade 10 FSA ELA (or ACT/SAT concordant score)Algebra I EOC (or ACT/SAT concordant score or a comparative score on the PERT for students who entered 9th grade before 2018-19)		
Special Note: *For the Standard Diploma and Merit Diploma the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.			

GRADUATION REQUIREMENT: CPR TRAINING

For students entering the ninth grade in 2017-18 and thereafter, compression only cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements:

- The twenty-four (24) credit standard diploma option will require compression only CPR and AED instruction.
 - CPR and AED will be taught in the Personal Fitness course, traditionally or virtually.
 - Additional instructional opportunities may be provided through another appropriate course or school-related activity.
- The instructional program must meet the following requirements:
 - The instruction will be in compliance with the American Heart Association, American Red Cross, or a nationally recognized program based on the most current national evidence-based emergency cardiovascular care guidelines for compression only CPR.
 - Instruction will include the core cognitive and psychomotor skills associated with compression only CPR.
 - Instruction will include appropriate use of an AED which may be taught electronically (e.g. video).
- Schools will provide compression only CPR instruction or will arrange for instruction by community-based providers.
 - Compression only CPR/AED instructors are not required to be certified teachers.
 - Certified teachers providing compression only CPR/AED instruction are not required to be certified trainers of compression only CPR/AED.
 - Students are not required to earn compression only CPR/AED certification to successfully complete the instruction.
 - Students who are physically and/or cognitively unable to perform the training will be exempt from this requirement. Schools will make this determination in accordance with the student's Individualized Education Program (IEP).

The superintendent or designee shall be responsible for ensuring that schools comply with the requirements as outlined in this policy.

HIV/AIDS

All students are given instruction in computer literacy, metrics, consumer education, effects of alcohol and drugs, the importance of kindness to animals, conservation of natural resources, child abuse, and an opportunity to enroll in Driver's Education (if offered). In addition, in grades 7 and 8, instruction will be given through the science courses in (required of each school per state law):

- Personal hygiene

- Substance abuse
- Human sexuality
- HIV/AIDS, communicable diseases as per state law

Updated and factual School board adopted curricula related to human sexuality, Human Immunodeficiency Virus infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into science courses for junior high and Personal Fitness for high school. Instruction shall address human reproduction, fetal development, pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks which are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities.

HOME EDUCATION

“Home Education Program” is defined in F.S. 1002.41

Clay County secondary schools, including Clay Virtual Academy, are accredited by the AdvancEd. A student seeking to enter or re-enter a Clay County public school from a home educating program or a non-accredited school must meet all entrance requirements (state and district) that any other student must meet. The student will be enrolled at the appropriate grade level based on validated academic performance. A student may enroll full (K-12) or part-time (6-12) in Clay Virtual Academy and remain homeschooled.

All transfer work from a home education program other than Clay Virtual Academy or FLVS or accredited program, will be posted on a “pass/fail” basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam. F.S.1006 allows home schooled students to participate in interscholastic extracurricular activities of their attendance zoned school. The home education student must meet the same requirements of grades, residency and behavior as required of other students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Ex.: ROTC, Band, etc.). The home education student must register his/her intent to participate in extracurricular activities with the school before the beginning of the activity in which he or she wishes to participate. **The student standards for participation in interscholastic extracurricular activities begin with the student’s first semester of the 9th grade.** If a student’s cumulative GPA falls below 2.0 in the specified courses, the

student must execute an academic performance contract with the district school board, the FHSA, and the student's parents. At a minimum, the contract must require the student to attend summer school to improve his/her GPA. A student must also maintain good conduct to remain eligible to participate in interscholastic extracurricular activities.

Home school students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District requirements. Should homeschooled students wish to graduate from a high school and receive that school's diploma; they must re-enroll for their entire senior year.

HONOR ROLL

The "Honor Roll" status of students will be based on the following criteria:

- The "A" Honor Roll will consist of all "A's" on or above grade level;
- The "A/B" Honor Roll will consist of all "A's or B's" on or above grade level;
- Unweighted grades are utilized for Honor Roll selection;
- Conduct grades do not count toward Honor Roll determination

INTERIM REPORTS

Parents or adult students must be notified in writing at a time during a grading period when it is apparent that the student may fail or is doing "Unsatisfactory" work in any course or grade assignment. It is imperative that contact take place to allow for an opportunity to use intervention strategies to correct deficiencies in academic areas. An acknowledgement of such notification should be obtained, if possible.

INTERSCHOLASTIC PARTICIPATION

To be eligible for interscholastic competition, a student must meet the following criteria:

- Have a cumulative 2.0 GPA on a 4.0 scale. Students who fall below the 2.0 requirement will remain ineligible for the next entire semester;
- The student must be in good standing with the school based on school and District policies.
- The student's eligibility is also contingent upon meeting the policies established in the district's Code of Student Conduct.
- See School Board Policy 4.43 for complete eligibility information.

Summer school subjects shall be included in the calculation of the students' GPA of the previous semester for participation in extracurricular activities during the first semester of each school year. Seventh (7th) grade students shall be eligible for participating during the first semester provided they were regularly promoted from the 6th grade.

OFFENSES AGAINST INTELLECTUAL PROPERTY

Florida Statute provides that, “whoever willfully, knowingly, and without authorization modifies data, programs, or supporting documentation residing or existing internal or external to a computer, computer system, or computer network commits an offense against intellectual property.”

Except as otherwise provided in this section, an offense against intellectual property is a felony of the third degree. If the offense is committed for the purpose of devising or executing any scheme or artifice to defraud or to obtain any property, then the offender is guilty of a felony of the second degree.

In addition, it is unlawful for any individual to knowingly and willingly taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. FS1008.24

PERFORMANCE STANDARDS

Clay County shall use the DOE prepared student performance as the approved curriculum for Secondary Education, including updates and changes as received from DOE. No courses shall be offered which are not state approved unless a special course is piloted under state guidelines and with School Board approval.

PHYSICAL EDUCATION

The 2008 Legislature passed Senate bill 610 requiring each district to include the availability of one-on-one counseling to students regarding the benefits of physical education. Beginning in 2009-10 the equivalent of one class period per day of physical education for one semester (minimum standard) of each year for students enrolled in grades 6-8 will occur. The physical education requirement shall be waived (grades 6-8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6-8):

- The student is enrolled or required to enroll in a remedial course
- The student’s parent indicates in writing to the school one of the following:
 - The parent requests that the student enroll in another course from among those designated by the school district, or
 - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

PROMOTION AND RETENTION

Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal has documentation that standards have been met and that the student will be able to benefit from instruction at the high grade. Normally, this assignment occurs at the end of the semester, if such an assignment results in the child transferring to another school. Regarding the placement, principals must document through a variety of

means that the student has met state standards. This should be done by reviewing the academic history of the student, looking at assessments and applying remediation/grade recovery processes established by Clay County. In no case, shall the move be initiated until the principal of the receiving school has been notified and agrees with the documentation. If the receiving principal questions the transfer, the two principals should meet to discuss any questions or concerns. If requested by either principal, a district review may be used to determine proper placement of the student in question. The recommendation should be made in writing to the district school superintendent. Documentation and recommendation will then be forwarded to the Chief Academic Officer for review. In addition, school personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement.

All students who appear to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff, considered for Multi-Tiered System of Support (MTSS). Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher(s) feel such a referral would benefit the child. Any child in middle or junior high school, who has been retained one year and is recommended for retention a second year, is to be referred for an evaluation by appropriate specialists, psychologists, etc.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned may be assigned to the same grade for the next school year or given an alternative assignment. Student's level of proficiency in the areas of reading, writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the District and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following:

- Summer school course work or intensive skills development;
- Extended day or school year services/academic tutoring;
- Parent tutorial programs/
- Mentoring
- Contracted academic services (previously approved);
- Modified curriculum;
- Exceptional Student Education (ESE) services;
- Class size reduction;
- Use of educational software (COMPASS)
- Suspension of other curriculum offerings in areas other than reading, writing, English and math, or in those subjects specifically required for graduation.

Retention of students must be considered if the student has failed to master approved performance standards and has been provided remedial instruction and upon reassessment falls below determined cut-off points on a District measure of assessment or on the state assessments in reading, writing, science and mathematics. A student may also be retained

within an intensive program that is different from the previous year's program and takes into consideration the student's learning style. Children should be retained as little as possible. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. An appropriate alternative placement must be considered for a student who has been retained two or more years.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, and mathematics. The district must report to the parent or legal guardian the student's results on each statewide assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian, in writing, in a format adopted by the district School Board.

In general, the procedures outlined in this Student Progression Plan apply to all students with disabilities. An IEP serves as the basis for decisions regarding retention and promotion.

Under most circumstances, students will complete grade groupings within a set time frame. However, the principal may authorize that a student be retained a second time in any one of the grade groupings.

PROMOTION AND PLACEMENT OF JUNIOR HIGH STUDENTS

In order to be promoted to the next higher grade within the junior high, a student must successfully complete Language Arts, Mathematics, Science, Social Studies and one additional course for a total of five (5) subjects. Existing state student performance standards shall be the basis for each course. Appropriate procedures shall be followed by the classroom teacher to continuously and carefully observe student performance throughout the school year to determine if expected achievement levels and/or course performance standards are being met. Under no circumstances should student performance be judged solely on the basis of a single test.

The areas of reading, writing, mathematics and science must be assessed with the use of District performance measures, testing, teacher observation, classroom assignments and state assessment measures. Remediation measures must be taken and documented in the student's PMP. No student may be assigned to a grade level based solely on age or other

factors that constitute social promotion (See P. 83 “Summer School – Junior High” on more information pertaining to promotion from grade level to grade level at the junior high.)

In order to be promoted to grade 9, Junior High students MUST successfully complete the following during their 6th, 7th and 8th grade years:

- 3 courses in English Language Arts
- 3 courses in Mathematics (Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student’s performance on the statewide, standardized end-of-course (EOC) assessment. However, to earn high school credit, the junior high student must take the EOC and pass the course, with the assessment constituting 30% of the final course grade.)
- 3 courses in Social Studies (one of which must be, at a minimum, a one-semester Civics education course that includes the roles and responsibilities of federal, state and local governments, the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the U.S. constitution. In addition, this course includes a statewide, standardized EOC that constitutes 30% of the student’s final grade as required under s. 1008.22, F.S.. A middle grades student who transfers into the state’s public school system from an out-of-country, an out-of-state, a private school, or a home education program after the beginning of the second term/semester of grade “8” is not required to meet the civics education requirement for promotion IF the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.)
- 3 courses in Science (Successful completion of a high school level Biology 1 course is not contingent upon the student’s performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn a credit for this course, the student must take the Biology 1 EOC, which constitutes 30% of the student’s final course grade, and earn a passing grade in the course.)

PROMOTION AND PLACEMENT OF HIGH SCHOOL STUDENTS

Grade level designation for high school students will be determined as follows:

- Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 6-credits per school year;
- Following completion of one year designated as a 10th grader, the student will be designated as a 11th grader in the computer system. This designation does not guarantee that the student has successfully completed the traditional 12-credits for two years of high school enrollment;

- Following the completion of one year designated as a 11th grader, the student must have completed 18-credits OR 21-credits at the end of the 1st semester of the students fourth year enrolled at a high school and have a 2.0 cumulative GPA in order to be classified as a 12th grader (Senior) and take part in Senior oriented events (Prom, Grad Bash, and any other school determined Senior activities)

According to state statutes, students are assigned to a cohort class at the beginning of each year enrolled at a high school. This cohort status determines the graduation requirements that must be met by that student. Students will be regularly notified as to their “credits earned” status towards graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four years with their 9th grade cohort. Grade recovery opportunities exist in order to help maintain student’s progress towards graduation.

Students age 18 or older wishing to return to school after withdrawing may petition the school for placement. The principal and/or designee will review the reasons for return given by the student and family. The principal will make the final determination based on the following requirements:

- The student has accumulated at least 16 credits;
- The student has a probable chance of graduating within the academic year;
- An agreement between the student and school concerning attendance, behavior and school performance is agreed upon.

If the principal does not agree to the conditions or the student does not meet the criteria, Adult Education will serve the educational needs of the student.

As in state statute, students who received a “Certificate of Completion” may return for a 5th year of high school in order to obtain their Standard Diploma.

READING AND MATH REMEDIATION

Reading: All 7th through 10th grade students scoring a Level 1 or Level 2 on the reading portion of the FSA will be screened for intensive reading placement.- Screening includes the use of the Achieve 3000 Spring Benchmark results, as well as a district comprehension screener and teacher recommendations. Students qualifying for intensive reading will be placed in one class period of reading using a blended model of teacher instruction and computer based practice. Students not qualifying for intensive reading placement will receive reading support in the content area classes. Students in grades 11 and 12 who score a Level 1 or 2 on FSA retakes and who have not earned a concordant score on the ACT or SAT will be placed in an intervention course focusing on ACT/SAT preparation and reading remediation. If a student passes the FSA retake or earns a concordant score, (s)he may exit the intensive reading program at the end of the first semester. (Note: The Instructional Decision Tree for intensive reading placement can be found on the district website.)

Math: Students in grades 7 and 8, who score an achievement level 1 on FSA, will be placed in standard math classes and will not qualify for advanced math programs. Eighth grade students scoring an achievement level 1 on the pre-algebra FSA will be given priority for Algebra 1A/1B upon entering high school. As a mandatory Florida math graduation requirement, students in Algebra 1 and Geometry are required to take an “End-of-Course” exam. Students not scoring an achievement level 3 or higher will be placed in a Liberal Arts Math course. Secondary schools will also be utilizing the Edgenuity online program to remediate course work, as a virtual tutor, and credit recovery. Additional remedial options are available in all Clay County secondary schools through the Guidance Department.

SCHEDULE CHANGES

When changing a student’s schedule after the first ten days of school, leveling must be within the same specific subject. An example of this is if a student requests a schedule change and they are enrolled in Algebra Honors, Algebra 1 would be the most appropriate change. Grades earned will be transferred as part of the leveling process. Any withdrawals after the first quarter would require a withdraw “F/0” for the 2nd grading period and the semester exam. Students who withdraw with an “F” from a course may enter a semester course at the semester change if space is available.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should take place before the end of the first grading period so the student may be placed in an appropriate course. Current grades should be transferred to average in with grades earned in the new course. If inappropriate placement is determined prior to the end of the first interim reporting period and no appropriate class is available for reassignment, then the grade given to the student for the course would be a “Withdrawn: Passing.” The grade would then be posted as no credit just as we do with course forgiveness.

Students taking courses through Clay Virtual Academy or FLVS should review the “Student Contact and Drop” policy.

CLAY VIRTUAL ACADEMY - STUDENT CONTACT AND DROP POLICY

Only through continuous communication can students be successful in an online course. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructors maintain regular contact. To ensure that our students are aware of this commitment, the four-part process below will be followed:

- If the student does not submit the expected numbers of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive a phone call from the instructor. During the call, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.

- If the student does not respond to the phone call by submitting assignments within seven (7) days or does not continue to submit an acceptable number of assignments each week, the instructor will send an email to the student/parent to remind them of the importance of submitting work and detailing the withdrawal process, if necessary.
- If the student does not respond by submitting assignments within fourteen (14) days of the initial phone call, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.
- An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of “W” will be issued. After the grace period, a grade of “WP or WF” (or failing grade (if over 50% completed) will be issued to their school transcripts.

Students from outside Clay County may enroll in CVA full or part time online programs.

SEMESTER EXAMS

All students in grades 9-12 shall take semester exams. The School Board approved exam exemption procedures for seniors only is as follows:

- Exam exemptions are limited to seniors only;
- All seniors in year-long courses with a 1st semester average of “B” or better and a “B” average or better for 3rd and 4th quarters averaged together, will be exempt from taking those exams given at the end of the 2nd semester. Courses that are a semester in length are not exempt at any time;
- Attendance is not a consideration under the current exemption policy
- Exam values are the same for the current school year
- Semester exams will not be given early.

SPECIAL CONSIDERATIONS

Junior High: Students with exceptional ability may be enrolled in credit earning courses at the high school with the approval of the school principals and the parent. The parent shall assume the responsibility for transporting the student between schools, where appropriate. Such enrollment must be limited to courses which are congruent with the beginning or ending of the school day, but not both. Student’s grades and credits shall be awarded as received by the school where the student is regularly enrolled.

Special classes/programs: The district will employ special programs designed to assist students in meeting the necessary credits and the 2.0 GPA required for graduation. Appropriate approaches not already covered in this plan will include, but shall not be limited to, special counseling tutorial programs, help and/or homework sessions, skills classes and special assistance to obtain a high school equivalency diploma when all requirements for graduation have been met except for the attainment of a 2.0 cumulative GPA.

SUMMER SCHOOL

Summer school is an extension of the school year for students who attended Clay County schools. Students who did not attend Clay County schools are not eligible for the summer program unless they enrolled prior to the beginning of the 4th nine-week period or approved for the HOPE Scholarship Program (see the “Student Code of Conduct for more information about this program). High School Students may earn up to two full-credits during the summer regardless of the vehicle(s) used to acquire that credit.

Junior High Summer School: “Conditional Promotion.”

For a 6th or 7th grader who has failed two subjects, or ESE students with IEP recommendations, they may take one (1) of the courses during the traditional “Summer School” period. The other failed course must be completed either through a virtual program or during the next summer school offering. Junior High students may receive grade forgiveness for courses in which they received a “C,” “D,” or “F.” If math is one of the failed courses, it must be taken during the immediate summer school session. An 8th grader failing two subjects must have all subjects successfully completed prior to enrolling in the 9th grade. The “**Conditional Promotion**” must take into consideration the following factors in addition to the completion of the failed courses:

- Whether or not the student has been previously retained;
- The student is older than the average age of the other students;
- It will be in the best interest of the student to receive a “Conditional Promotion”;
- There is evidence that the student has the ability to be successful at the next grade level.

If it is the determination of the Principal to not approve a “Conditional Promotion” for a student, the student will be recommended for retention. An 8th grade student must have passing grades for all core content subjects for 6th-8th grade in order to be promoted to 9th grade, therefore, “Conditional Promotion” does not apply. **Students failing 3 or more courses are automatically retained.**

High School Summer School:

Students may take ½ credit or up to 2 credits during the summer period. All coursework for grade forgiveness must be completed prior to the next school year. High school students may take courses that they received a “D” or “F” in so as to earn credit and to raise their GPA’s. Courses for new or original credit are limited and determined on an annual basis by the District.

Summer programs by other districts which assign credit may be reviewed by Clay County staff to determine appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools/districts.

TERMINATION OF SCHOOL PLACEMENT AT AGE 16

A student who attains the age of 16 years during the school year is not subject to

compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

The following steps must also be taken:

- The school shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.
- The student's guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

TRANSFERRING STUDENT

Students transferring from one school to another shall have the grade assigned by the departing school and by the receiving school if registered there for 15 or more days. If a student is transferring to a school in another district at a time near the end of the school year and the school they are transferring to, has already completed the school year, it will be the responsibility of our "sending school" to use good judgment for the benefit of the student involved. Usually no more than 20 school days should apply. The student's grades should be closed out and credit posted. Virtual students taking FLVS content courses receive grades of "WF" or "WP" when transferring prior to course completion per FLVS policy. The principal has the authority to waive class exams (this does not include "End-of Course" exams) in order to close out a student's grades.

Transferring Student and Graduation: students who enter a Clay County school at the 11th or 12th grade level from out-of-state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course/credits requirements IF the student has met all course/credit requirements of the school district, state, or country from which he or she is transferring. In addition to credit requirements to receive a standard high school diploma, a transfer student must earn a 2.0 GPA, pass the Algebra I EOC OR have passed an equivalent Algebra I EOC from the transferring state or county, pass the 10th Grade FSA ELA OR receive the concordant scores on the SAT or ACT identified by the Department of Education. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Transfer Credit Policies and Guidelines: The "State Uniform Transfer of High School Credits Rule" states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if

required by the receiving school's accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. The rule states that the requested grades or credits will be accepted if presented as part of an official transcript. An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school. An official transcript shall be sent by mail or electronically signed by a school administrator, be on school letterhead, and/or be embossed with the school's seal. An official transcript should clearly identify the school, the student, course number, date the course was taken and the credit earned and grade in each course.

Examples of unofficial transcripts are: hand delivered by the student or parent, delivered to the designated school administrator in an opened envelope, or is on plain paper. The rule, therefore, precludes districts and individual schools from placing any additional requirements or procedures on the transfer of high school credits.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school or the student does not possess an official transcript, or if the student is a home education student, credits shall be validated through performance during the first grading period that the student is enrolled in the school. A student transferring into a school shall be placed at the appropriate sequential course level and in order to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. If a student does not meet this requirement, they shall have their credits validated using the "Alternative Validation Procedure" listed below:

- Portfolio evaluation by the Superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through dual Enrollment or at other private schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the FSA ELA;
- Written review of the criteria utilized for a given subject provided by the former school. Student must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in the "Alternative Validation procedure" of this rule, if required.

If the "Alternative Validation procedure" is used, parents are obligated to the findings of the procedure. A school has until the end of the first grading period in which the student is enrolled to validate an official transcript. After this point, all credits and grades are to be accepted at face value.

TRANSFER STUDENT PLACEMENT (Military Dependent Children)

CCSB participates in the Interstate Compact on Educational Opportunity for Military Children, the purpose of which is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

The district will implement the requirements listed in FS 1000.36.

In order to facilitate on-time graduation for transferring military children enrolled any time in high school, as specified in section F.S. 1000.36, Article VII the following provisions apply:

- A school district must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the receiving state must provide an alternative means of acquiring the required course work so that graduation may occur on time.
- States must accept exit or end-of-course (EOC) exams required for graduation from a school in the sending state.
- If a transitioning student who transfers in his or her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the sending and receiving state schools must ensure the receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student may participate in all local graduation activities.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include advanced studies programs, dual enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB).

HOPE Scholarship Program students follow these same policies (see the “Student Code of Conduct for more information about this program).

CHANGE OF CLASS/COURSES OF CLAY COUNTY STUDENTS

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within 2 weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. F.S. 1003.3101

Procedures Concerning Request for Transfer of Students:

- Parent makes a written request to the school Principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Prior to principal consideration, a parent teacher conference must take place;
- The Principal considers the request and notifies the parent within two weeks. The Principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, parent is notified with explanation given.

VALEDICTORIAN AND SALUTATORIAN RECOGNITION

When a school awards Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a weighted grade point average on all courses taken in grades 9-12 including virtual courses. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the eighth semester. If virtual grades are not reported to the school prior to the last day of senior exams, that course should not be included in the determination of valedictorian(s) and salutatorian(s)."
- A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in Clay County that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18-Credit Graduation Program are eligible for valedictorian and salutatorian status. The conclusion of the eighth semester is the deadline for an 18-credit graduation program student to select to graduate and compete for valedictorian or salutatorian status, or continue to complete the 24-credit diploma.
- A student who transfers to or within Clay County during the last year prior to graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:
 - If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-Valedictorian along with the second ranked student. The third-ranked student would be named Salutatorian.
 - If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student

VOLUNTARY SERVICE HOURS

Voluntary Service Hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars, Gold Seal Vocational Scholars and Gold Seal CAPE Scholars : 100, 75 and 30 hours respectively. Students may begin logging and documenting volunteer service hours the summer before the student enters ninth grade. Service hours may include, but are not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. These service hours are not a Florida or school district requirement for graduation with a standard high school diploma.

For student who are attempting to receive school community service hours for an activity, below are the district guidelines:

- Volunteer service is defined as “assisting where needed in a social issue where the student’s service directly addresses a need in the school or community in areas such as health, education, environment, public safety, etc.;
- Volunteer service activities should receive prior approval from the school’s designated high school personnel (typically, the student’s high school counselor) to ensure that credit will be awarded to the student;
- Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student’s own family;
- Volunteer service activities must be unpaid. The student must not be compensated with money, goods, or services for their time;
- Volunteer service activities must be rendered for “not-for-profit” organizations or agencies;
- The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
 - “Direct Service” involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter or working with the elderly in a nursing home;
 - “Indirect Service” involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
 - “Advocacy” involves educating others about a particular social problem with a goal of eliminating the cause of that problem. Examples include writing letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups;
- Hours spent in volunteer service activities must be verified by a site supervisor. The appropriate documentation on business letterhead must be signed by the site supervisor. Business letterhead can also be attached to the completed Clay County Volunteer Service Documentation Form;

Activities that **MAY NOT** be approved include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business;
- Any activity that replaced a paid staff worker of the agency or institution that the student volunteers with;
- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts;
- Any activity whose main purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity **UNLESS** the hours are spent addressing a social problem (examples may include: Habitat for Humanity, A community-wide summer Vacation Bible School, etc.);
- Attendance at self-improvement workshops or conferences;
- Participation as an athlete in school sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;
- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

WEIGHTED GRADES

Weighted courses earn additional quality points toward the GPA calculation. The traditional 4.0 scale (A = 4, B = 3, C = 2, D = 1, F = 0) is used for athletic eligibility, promotion, Bright Futures, etc. Rank in class is the primary purpose for utilizing a weighted grading scale. Weighted courses include: "Level 3" Career and Technical Education courses, Dual enrollment, IB, AP and AICE courses, all Honors level courses, Foreign Language courses for year 3 and above, Chemistry II, Physics II and Gifted Studies.

EXCEPTIONAL STUDENT EDUCATION

EXCEPTIONAL STUDENT EDUCATION

Programs are available to students determined eligible for exceptional student education (3-21 years of age) as described in the Exceptional Student Education Policies and Procedures document which is approved by the Florida Department of Education and the School Board of Clay County. Referrals to the Student Services Team may be initiated by school personnel or parents. Special provisions regarding exemption from general

statewide assessment are addressed in the student's Individual Educational Plan. Gifted education, for qualified students, is available K-12.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES AND TYPES OF DIPLOMAS

The selection of a diploma option must take place at an Individual Educational Plan (IEP) meeting during the student's eighth grade school year or during the school year prior to the student becoming age 14, whichever comes first. Since the selection of a diploma option will have a significant impact upon the student's high school curriculum, the IEP team will collaborate with the student's parents/guardians to select the most appropriate diploma option. The IEP team will discuss specific course and credit requirements for each diploma option in order to make an informed decision. The diploma option selected at the IEP meeting is noted on the IEP. At each annual IEP meeting thereafter, the academic performance of the student in relation to the diploma option selected shall be addressed and the diploma recommendation reviewed. If, at any time, a change to the diploma option is recommended or requested, the change must be approved by the parent and is subject to verification of appropriateness by an independent reviewer. Copies of each IEP shall be given to the parents.

STANDARD DIPLOMA

ELIGIBILITY

All students with disabilities who entered 9th grade in 2014-15 must meet the requirements for a standard diploma in order to graduate. Note: Only students with disabilities who enrolled in grade nine (9) or higher prior to the 2014-15 school year and had an Individual Education Plan indicating a selection of special diploma may earn a special diploma rather than a standard diploma.

REQUIREMENTS FOR GENERAL STANDARDS DIPLOMAS

The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who:

- Earn a passing grade on the required statewide assessment(s) or meet the waiver requirements.
- Successfully complete the required credits in grades 9-12. Students with disabilities must earn required credits in district approved education courses listed in the Course Code Directory in order to meet the credit requirements for a standard diploma. Students with disabilities may meet the elective credit requirements by earning credits in basic, vocational or exceptional student education courses as allowed by the standard diploma option selected.
- Attain the same cumulative grade point average required in the general education section of Student Progression Plan.

WAIVER OF STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
- The student must have an individual educational plan (IEP).
- The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
- In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

Students with disabilities who choose to pursue the 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, may be eligible for a waiver of statewide, standardized assessment results as long as they meet all of the waiver requirements and the requirements for the ACCEL option.

Students pursuing a standard diploma with a scholar diploma designation are not eligible for a waiver. In order for a student to earn a scholar diploma designation, a student must meet the requirements of s. 1003.4285, F.S.

REQUIREMENTS FOR SPECIFIC STANDARD DIPLOMAS

For those who have selected a General Standard Diploma, the following additional options may be discussed at an IEP team meeting and selected if appropriate.

Standard Diploma via Access Courses: This diploma is ONLY available to students with significant cognitive disabilities who are enrolled in access courses. The following may be considered:

- Substitution of eligible Career Technical Education (CTE) courses for required access courses. Eligible CTE courses are noted in the state course code directory.
- Modified expectations or outcomes to the CTE curriculum if CTE substitutions have been selected in lieu of required access courses.
- Waiver of the Florida Standards Alternate Assessment for the purpose of receiving a course grade and a standard high school diploma. If this option is recommended by the IEP team, the parent must approve it. In addition, a Graduation Portfolio must be developed in the area (reading, math, science) in which the waiver is granted.

Standard Diploma via Academic Courses and Employment Competencies: This may be considered when the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills. If this option is selected, an appropriate and signed Employment Transition Plan must be in place and separate from the IEP. Also, in addition to meeting the requirements noted for the general standard diploma, the IEP team may discuss and opt to substitute eligible Career Technical Education (CTE) courses for required core academic courses. Eligible CTE courses are noted in the state course code directory.

Standard Diploma Merit Designation, Standard Diploma Scholar Designation, Advanced International Certificate of Education, State of Florida High School Performance-Based Diploma, State of Florida High School Diploma, International Baccalaureate, Standard Diploma ACCEL 18 Credit Option: Specific requirements for each of these diploma types can be found in the Secondary Education section of this manual.

ESE SERVICES AND THE PROVISION OF FAPE

Under the Individuals with Disabilities Education Act, students with disabilities may receive public education services until their 22nd birthday. Students who have not graduated with a standard diploma or who have selected the option to defer the receipt of their standard diploma may receive services from the school district until their 22nd birthday.

CERTIFICATE OF COMPLETION

According to statute, a Certificate of Completion is awarded to any student with a disability who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program. The awarding of a certificate of completion to students with disabilities does not prevent a student with a disability from pursuing a standard diploma. A student with disabilities may continue to pursue a standard diploma until his/her 22nd birthday.

DEFERRAL OF GRADUATION/RECEIPT OF STANDARD HIGH SCHOOL DIPLOMA

This applies only to students with disabilities pursuing a standard diploma during the

school year in which the student is expected to graduate. [Students who receive a special diploma or a certificate of completion do NOT need to defer receipt of the special diploma or certificate in order to continue to receive FAPE.] The IEP team must review the benefits of deferring and describe in writing the services and programs available to the student who wishes to defer. The decision is made by the parent or the student if over age 18 during the year the student is expected to meet all of the requirements for a standard diploma, which is the senior year. Additionally, the decision to defer must be made by May 15 of the senior year. A student with a disability may only defer receipt of a standard diploma if:

- The IEP includes special education, transition planning, transition services, or related services through age 21 AND
- The student is enrolled in one or more of the following:
 - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, and credit by examination)
 - Industry certification courses that lead to college credit (check with the Career-Technical Education department for courses that apply)
 - Collegiate high school program (International Baccalaureate program, or Advanced International Certificate of Education program)
 - Courses necessary to satisfy the Scholar designation requirements (the scholar designation requires satisfactory completion of additional academic courses and assessments; see fldoe.org for additional information)
 - A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old).

GIFTED PROGRAM

A student is eligible for special instructional programs for the Gifted from kindergarten through grade 12 if the student meets one of these criteria:

- The student demonstrates:
 - The need for a special program.
 - A majority of characteristics of Gifted students according to a standard scale or checklist.
 - Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.
- The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are Gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C., as students with limited English proficiency or students from low socio-economic status families.

When a student is determined eligible for this program, an Educational Plan is developed. In grades K-6, Clay County District Schools utilizes the research based Gifted Enrichment Model as the best way to meet the depth and complex needs of elementary students who

are Gifted. In grades 7-8, junior high schools may utilize academic content courses or provide support facilitation. Students who are Gifted articulating from grade 8 to 9 will have an Educational Plan articulation meeting to address appropriate services.

In order to ensure that Exceptional Student Education Services are provided for all students who are Gifted, the following principles should guide decision making:

- The Educational Plan (EP) drives the Gifted service; students must attend the Gifted class, or receive the Gifted services, as they do any other required instruction. Participation in Gifted classes cannot be used as a reward.
- The Educational Plan identifies the amount of time a student receives instruction with the Gifted teacher. If any changes are needed to the Educational Plan, individual EP meetings must be held (including the parent/guardian) to address the changes. The changes must be described in Present Level of Educational Performance.
- Students who attend Gifted Enrichment classes are responsible for concepts covered in their general education class. The general education teacher should try to schedule critical lectures, presentations of new material, and tests at a time when the Gifted students are present. Any critical material covered when the Gifted students are receiving their required Gifted service will be provided to students upon their return to class.
- Students who are Gifted attending an enrichment class are NOT required to make up classwork or homework missed while participating in activities with the Gifted teacher. Additionally, missed classwork must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- Middle school students who attend a Gifted class for content instruction receive their grade for that subject from the Gifted teacher.
- In order to be considered an ESE service, all Gifted classes (Enrichment classes at elementary school or Gifted academic content courses at the junior high school) must be taught by a Gifted Endorsed Teacher and the classes must be comprised of only students who are Gifted.

CLASSROOM ACCOMMODATIONS

ESE and 504 students should receive classroom accommodations as listed in their IEP or 504 Plan. Accommodations are implemented in all general education courses, Career and Technical Education (CTE) courses and programs of study as needed to assure students the opportunity to meet requirements for course completion and high school graduation requirements for a standard diploma. The appropriate accommodations shall be determined on the basis of the assessed needs of the student and shall be reflected in his/her IEP. Accommodations to these courses shall not include modifications to the student performance standards.

DISTRICT AND STATEWIDE ASSESSMENT ACCOMMODATIONS

Allowable district and state standardized assessment accommodations should be

considered by the IEP team at annual IEP reviews. Note that only allowable accommodations approved by any specified standardized assessments are permissible. Parents and students should be made aware that there may be accommodations used in the classroom that are not permissible on standardized assessments.

Teachers are to use appropriate testing accommodations, identified on the IEP, for a student with disabilities in all situations.

FLORIDA STANDARDS ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Participation Guidelines:

All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, and Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

The decision for a student with a disability to participate in the statewide alternate assessment is made by the Individual Educational Plan (IEP) team and recorded on the IEP. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards Assessments and Next Generation Sunshine State Standards Assessments. All of the following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications to the grade-level general state content standards as defined in rules 6A-6.03411(1)(z) and 6A-1.09401 of the Florida Administrative Code (F.A.C.).
- The student requires direct instruction in academic areas of English language arts, math, social studies and science, based on access points, in order to acquire, generalize and transfer skills across settings.
- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

If the student meets all of the criteria for alternate assessment, the student should be enrolled in access courses and the Florida Standards Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

If the student does not meet the criteria, the student should be instructed in general education courses and participate in the general statewide standardized assessments with or without accommodations as appropriate.

Student performance is assessed four levels of achievement. For all grade levels and content areas, the minimum scale score in Achievement Level 3 is identified as the passing score. The four achievement levels are:

- Level 1 Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.
- Level 2 Students at this level demonstrate a limited level of success with the Florida Standards Access Points.
- Level 3 Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.
- Level 4 Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

NOTE: Access courses can **only** be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within each strand and the functional level(s) applicable to a student shall be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

HOSPITAL/HOMEBOUND

This program is available to K-12 students and PreK Exceptional Student Education students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absence.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT STUDENT PROGRESSION PLAN FOR 2020-2021

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of the proposed Student Progression Plan for the 2020-2021 school year.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - June 25, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt the proposed Student Progression Plan under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed Student Progression Plan for 2020-2021 was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt the proposed amendments to its Policies following a public hearing. ***The public hearing shall be held on Thursday, August 6, 2020***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C5 - MEMORANDUM OF UNDERSTANDING Between Clay County District Schools, Florida and Pace Center for Girls, Inc.

Description

This MOU adds a service to the current program. Currently, Pace takes in girls to a site and provides the educational, counseling, and other services. This additional program, Reach Program, will provide outpatient counseling and case management services. The school will coordinate and recommend young girls who meet the criteria for the program.

Gap Analysis

This program will provide services to young girls who may not be attending Pace Center for Girls, but yet still require certain services.

Previous Outcomes

This would be the first year of the program, so no statistics are available.

Expected Outcomes

Both parties will provide needed services to referred youth that involves outpatient opportunities. This service, Reach, will allow more young girls to participate in activities/services that are needed in the Clay communities.

Strategic Plan Goal

To ensure that every Clay County student (girls) are provided quality social/emotional services.

Recommendation

That the Clay County School Board approve the modification to the existing contract.

Contact

Roger Daily, Asst. Supt. of Curriculum and Instruction; roger.dailey@myoneclay.net

Michael Wingate, Director of Academic Services; michael.wingate@myoneclay.net

Financial Impact

None. Clay County agrees to provide office space and telephone service, when feasible.

Review Comments

Attachments

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

✓ **APPROVED** Pending Comments below are Addressed

200136



CONTRACT REVIEW FORM

BOARD MEETING DATE:

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

Date Submitted: 5/12/2020

Name of Contract Initiator:

Telephone Number: Michael Wingate

Email: michael.wingate@clay.k12.fl.us

School/Department Submitting Contract:

C I I

Vendor Name:

PACE Center for Girls, Inc (190130)

Contract Title:

Memorandum of Understanding Between CCSB, PACE Center for Girls

Contract Type: New ☐ Renewal ☐ Amendment ☒ Extension ☐

Date Original Contract Approved:

Prior Year's Pricing:

Contract Term: 1-year - automatic extension each year

Renewal Option(s): Auto Renew

Contract Cost:

0

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

Funding Source:

N/A

Strategic Plan Tie-in Explanation:

RECEIVED
6/1/20

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

Additional Information:

To incorporate the REACH program in providing counseling services to CCSB students, when identified.

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE:

✓ Completed Contract Review Form

SBAO Template Contract or other Contract

✓ SIGNED Addendum A (if not an SBAO Template Contract)* in previous contract/original

*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: in previous contract/original

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 = \$3,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

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

REVIEWED BY:

School Board Attorney:

6/8/20 Approved with change to TP 6b.

Review Date:

Other Department:

Purchasing 878

Review Date:

5/27/20

Other Department:

Review Date:

PLEASE ADDRESS COMMENTS BELOW:

No Cost

Does 200136 take place of the Previous Contracts 190130 + Original Board Approved 9/18/2014 (attached)

RECEIVED

MEMORANDUM OF UNDERSTANDING
Between
Clay County District Schools, Florida and Pace Center for Girls, Inc.

This Memorandum of Understanding (MOU) outlines the agreement between Clay County District Schools, Florida 900 Walnut St., Green Cove Springs, FL 32043, and Pace Center for Girls, Inc., 6745 Philips Industrial Blvd., Jacksonville, Florida 32256, a non-profit corporation, hereinafter referred to as "Pace."

WHEREAS, Pace is committed to providing free community-based, gender-responsive counseling services for girls identified to be in need of mental health and social service interventions through its Pace Reach Counseling Services Program ("Reach Program") at *Pace Clay, 1241 Blanding Blvd, Orange Park, FL 32065*.

PURPOSE

This MOU represents a collaboration between both parties to provide needed services and to coordinate referred youth with outpatient services. The goal of this collaboration is to provide seamless services to referred youth to increase youth's functionality, youth's success in school and the community, and contribute to reducing the recidivism rates. Girls who meet the referral criteria should be between the ages of 11 to 17 and should have experienced academic underachievement, runaway, truancy, family conflict, or ungovernable behavior.

I. TERM

The term of this MOU begins on **07/01/2020** and will end on **06/30/2021**, and shall automatically be extended for an additional one-year (1-year) period under the same terms and conditions as the original agreement, provided continued funding for the program is granted through the Florida Department of Juvenile Justice after **06/30/2021**. This MOU may be terminated earlier by either party by giving written notice at least thirty (30) days in advance to the other party.

II. COMPENSATION

All costs of these services will be the responsibility of Pace. Clay County District Schools agrees to provide office space and telephone service, when feasible.

IV. RESPONSIBILITIES:

1. Pace will:

- Provide administration and oversight of all services related to the Reach Program.
- Provide outpatient counseling and, where needed, case management services.
- Provide linking services to girls when clinically necessary and appropriate to treatment plan.

- Provide quarterly Outcome Reports to Clay County District Schools designee for the purpose of improving referral services and to determine the effectiveness of the referral process. The Outcome Report is limited to the reporting of aggregate data only and will not contain identifiers. The Outcome Report shall include the following:
 - Number of girls served.
 - Average age of girls served.
 - Type of services recommended.
 - Length of stay in program.
- Notify and coordinate with Clay County District Schools designee and/or its appropriate local contact when Reach Program field trips are planned.
- Require personnel who have direct contact with youth to undergo a level 2 screening pursuant to 1012.465, F.S.

2. Clay County District Schools will:

- Provide appropriate referrals for girls and their families who meet agreed upon requirements.
- Inform referred girls and their families of the referral made to the Reach Program.
- Clay County District Schools will work with Pace on a mutually agreed upon process to schedule appointments for the girls to attend the services provided by the Reach Program.
- Provide adequate space for the delivery of services.
- Share referral information with the Reach Program when appropriate for the purpose of meeting specific treatment goals and objectives as outlined by Pace.
- Participate in collaborative planning meetings with the Reach Program for the purpose of reviewing Outcome Reports and improving upon the referral services.
- Consult with Pace to ensure mutual agreement prior to additional Clay County District Schools locations being added to the Reach Program.

V. COMPLIANCE AND CONFIDENTIALITY

1. Compliance:

- a. Both parties shall comply with all applicable aspects of all applicable federal and state confidentiality laws and regulations pertaining to the patients serviced including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 (HIPPA) and the Administrative Simplification Section, Title II, Subtitle F, regarding standard for privacy and security of PHI (protected health care information) as outlined in the Act and 42 CFR.
- b. Both parties agree to protect these records in compliance with Family Educational Rights and Privacy Act (FERPA) and the Florida Department of Juvenile Justice's policy. To the extent permitted by law, nothing contained herein shall be

construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities as outlined by this MOU.

2. Requirements:

- a. Both parties, as business associates, must agree to safeguard any protected identifying behavioral health information received from, or created or received by, the other in accordance with all applicable state and federal laws, rules, regulations and/or policies.

3. Appropriate Uses and Disclosures of Public Health Information (PHI) and confidential records and information:

- a. Both parties may use or disclose such information:
 - For the proper management and administration of its business;
 - For the purposes of service provision, treatment, payment (if allowed by law), or related, identified, operations;
- b. The party receiving information will not use or further disclose the information other than as permitted or required by this MOU, or as required by law. Any other use or disclosure of protected participant information must be made pursuant to a properly executed Release of Information.

4. Breaches of Confidentiality:

- a. If either party becomes aware of a material breach or any violation of its obligation to protect the confidentiality and security of consumers' protected behavioral health information, then that party must immediately take reasonable steps to cure the breach or end the violation, and must report the breach or violation to the other party's Privacy Officer or designee. The alleged breach or violation will be investigated, and an appropriate sanction issued. Each party reserves the right to terminate this MOU if it determines the other party has violated a material term of the MOU.

When any of the parties desire to give notice to the other, such notice must be in writing, sent by United States Postal Service certified mail, return receipt requested, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provision of the paragraph. For the present, the parties designate the following addresses for giving notice:

Clay County District Schools
900 Walnut Street
Green Cove Springs, FL 32043

Pace Center for Girls Clay
1241 Blanding Blvd. Suite 5
Orange Park, FL 32065

5. Additional Confidentiality Requirements:

- a. Both parties acknowledge that consumers of public behavioral health services are entitled to additional confidentiality protections awarded under the State of Florida rules, laws and regulations. Furthermore, consumers of services, including prevention, substance abuse, and mental health treatment services, will comply with the confidentiality requirements of these and any other applicable state or federal laws, rules, or regulations.

6. Indemnification:

- a. Pace agrees to indemnify and hold harmless Clay County School Board, its elected and appointed officials, employees, and agents from any liability, claims, judgements, damages, costs and expenses, including attorney's fees and costs (including those at the appellate level), as a result of accidents, injuries or any other matters and claims, incurred by Clay County School Board arising out of or in any way relating to the conduct of Pace, its employees, officers, agents, and/or persons operating under its direction and control related to matters covered under this MOU. Nothing herein is intended to act as a waiver of Clay County School Board's sovereign immunity or the limits of liability as set forth in 768.28, Florida Statutes, regardless of whether such claims are based in contract, tort, statute, strict liability, negligence, product liability, or otherwise. Pace will immediately give Clay County School Board written notice of all claims asserted against Pace and Clay County School Board will have the right but not the obligation to participate in any defense.

- b. a. Both parties agrees to indemnify and hold harmless the other party (if required by that party), its affiliated companies, officers, directors, employees, and designated agents from and against any and all losses, damages, injuries, causes of action, claims, demands and expenses (whether based upon tort, breach of contract, failure to pay employee taxes or withholdings, failure to obtain workers' compensation insurance or otherwise), including legal fees and expenses, of whatever kind or nature arising out of or on account of, or resulting from claims, related to any negligent act, error, or omission related to performance of obligations pursuant to this MOU by the indemnifying party or its subcontractors, affiliates, officers, directors, employees, representatives or agents. The provisions of this paragraph shall survive the expiration or earlier termination of this MOU.

Nothing in this sub-paragraph shall be construed as a waiver of Clay County School Board of its sovereign immunity or liability limits set forth in 768.28 Fla. Statutes.

7. Anti-Discrimination:

- a. Neither party will discriminate against employees, contractors, students or their families on the basis of age, color, disability, ethnic origin, nationality, genetic information, gender, including gender identity, sexual orientation or gender expression, race, religion, or veteran status, or any other category protected by federal, state or local law in its youth programs, admission policies, financial aid, employment or any other administered programs. Both parties shall abide by anti-

discrimination and anti-bullying policies in accordance with federal, state and local laws while collaborating under this MOU.

IN WITNESS WHEREOF, Clay County District Schools, Florida and Pace Center for Girls, Inc. have executed this Memorandum of Understanding to become effective July 1, 2020 through June 30, 2021.

DocuSigned by:

A52B59F14AD0412...
Thresa Giles

Chief Business Officer

Title

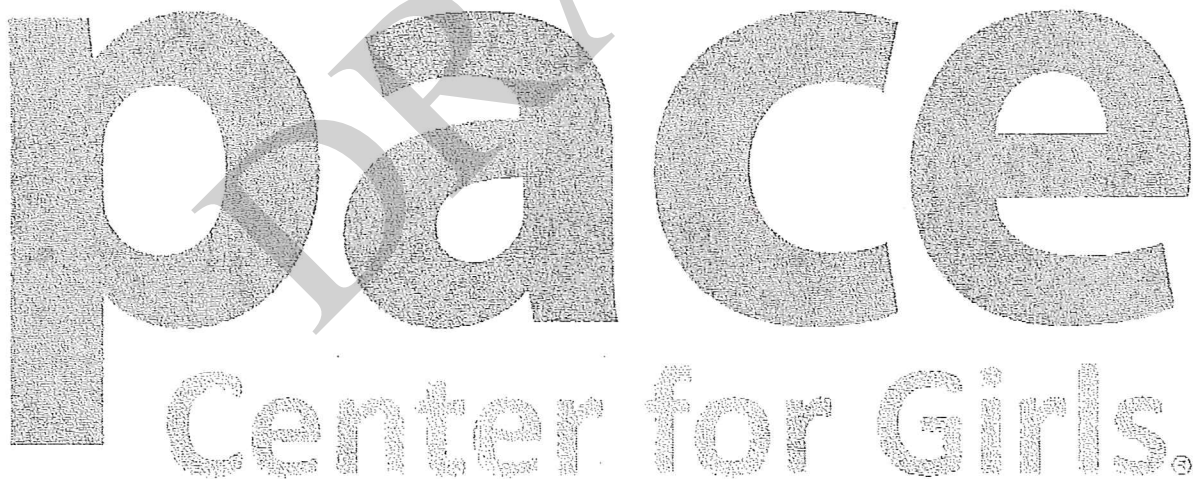
4/18/2020

Date

Print Name: _____

Title

Date



Pace Center for Girls, Inc., 6745 Philips Industrial Blvd., Jacksonville, FL 32256, (phone) 904.421.8585. FEDERAL ID #59-2414492.



How Reach Works

Reach offers services firmly rooted in evidence-based principles for positive girl development. Our gender-responsive, strength-based, and trauma-informed approach fosters healing and empowerment. Girls receive the support to face the pain of traumatic events, identify impact effects, and explore a recovery path while regaining strength and confidence. Services include individual, family, and group therapy as well as programming to improve emotional well-being, strengthen relationships, and support academic success.

All Pace Reach trained counselors provide:

- Holistic assessment
- Case management
- Individual & group counseling
- Family support counseling
- Goal setting
- Substance use counseling

"Trauma creates change you don't choose. Healing is about creating change you DO choose."

— Michelle Rosenthal
Award-Nominated Author,
Speaker, and Post-Trauma Coach

UNSUCCESSFUL



pace
Center for Girls
—CLAY—

Contact Destani Shadrick (904) 458-0840, ext. 1805
or Destani.Shadrick@pacecenter.org
to see how Pace can transform
the future of young women ages 11-17.



pace
Center for Girls
—reach—

Why Pace Reach Program Services?

Pace Reach Program Services offers **FREE** social, emotional, behavioral, and mental health counseling to girls ages 11-17 and their families.

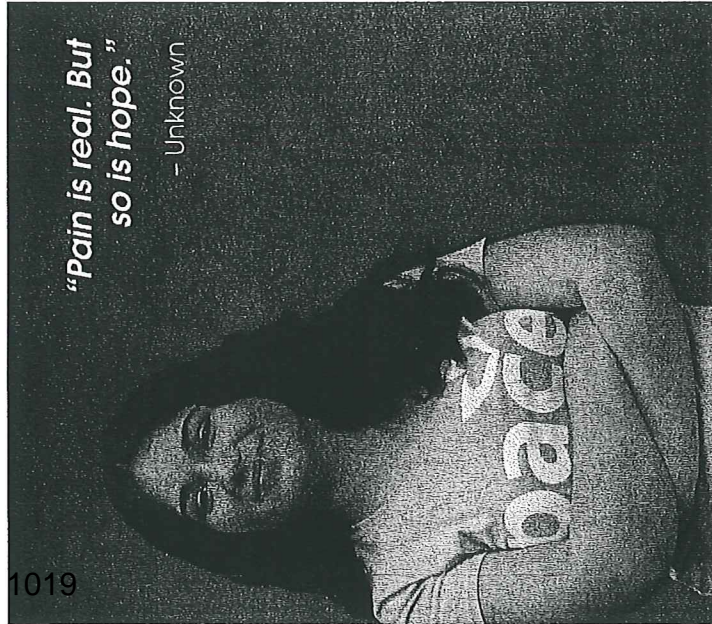
Reach provides supportive therapy specifically designed for girls in middle and high school in a variety of convenient, easy-to-access locations, including at Pace centers, in schools, and within the community.

With Reach, girls have access to:

- Free therapy sessions
- Crisis support
- Safe and caring environments

"Pain is real. But so is hope."

- Unknown



"Without Pace, I wouldn't have overcome the emotional trauma of my past to be able to focus on my future."

- Daniela

The Power of Reach

Life is complex. Traumatic events and toxic stress make growing up more complicated. Pace's proven methods and trained therapists help support a young girl's transition to a healthy, productive life.

Reach's experienced professionals help girls explore past experiences, fear, and confusion so they can discover authentic sources of hope and renewed direction—every day. Through individualized care, girls break down barriers, find their voices, and define skills to brave new beginnings and discover their best future selves.

Reach empowers girls to:

- Strengthen relationships
- Develop communication skills
- Improve emotional well-being
- Build adaptive & positive coping skills
- Support academic success
- Increase positive peer interactions

Proof Reach Works

Reach actively supports girls across Florida and is quickly growing. Due to the number of effective outcomes in school retention and risk-related diagnostics, our program is currently expanding and will soon be offered in additional locations outside of the state.

Within Florida, our Reach programs are highly regarded for an increase in girls' positive and productive behavior, relationships, and self-esteem and for a decrease in peer and family conflict.

Reach meets girls where they are in their levels of development and need. Our work is strength-based and trauma-informed. Girls and young women have a voice and are full stakeholders who hold the keys to addressing and healing their trauma.

Reach professionals help girls overcome social, emotional, and academic challenges with services tailored for each girl to inform, heal, and empower.

— BEFORE REACH —

93%

Had **BEHAVIORAL** issues associated with delinquency

31%

Had prior involvement with **LAW ENFORCEMENT**

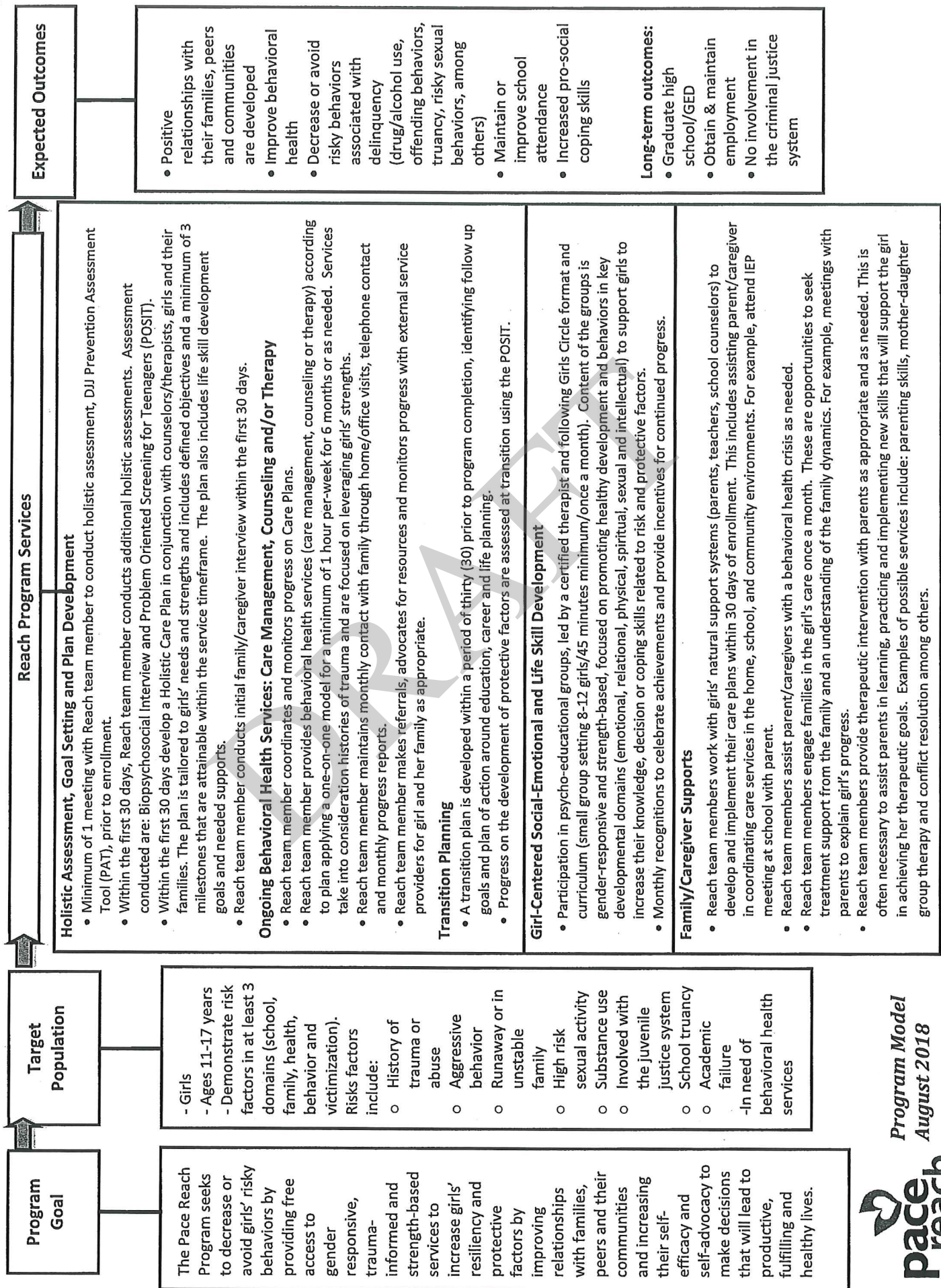
— AFTER REACH —

72%

Had **IMPROVED BEHAVIOR** associated with delinquency

97%

Had **NO INVOLVEMENT** with the juvenile justice system within one year of **COMPLETING REACH**



Program Model
August 2018



School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C6 - Florida Virtual School - Amendment 3 to 2018-2021 Franchise Agreement - Appendix G - COVID-19 Student Support Project

Description

Due to the COVID-19 Crisis, FLVS has created an agreement with lower curriculum fees to many courses that students are taking during school closures. This is an amendment to those lower costs to those enrollments that occurred during the COVID-19 crisis.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Lower curriculum costs for FLVS curriculum during the crisis through June 30th to many (but not all) FLVS courses.

Strategic Plan Goal

N/A

Recommendation

Appendix G shall only pertain to those student enrollments identified in the FLVS-VSA system as "COVID-19". COVID Enrollments will end on June 30, 2020, absent further amendment.

Contact

Roger Dailey, Chief Academic Officer, roger.dailey@myoneclay.net
(904) 336-8081

Financial Impact

The service fee for COVID Enrollments will be \$9.78 per new enrollment per segment and will apply to the entire course list in Appendix A EXCEPT the following courses, which will be billed at the standard rate in Appendix A.

Review Comments**Attachments**

📎 [200128 FI Virtual Amend 3.pdf](#)

✓ APPROVED

200128

CONTRACT REVIEW FORM ("CRF")

BOARD MEETING DATE:

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

Date Submitted: April 24, 2020

Contract Initiator (Name of Person Overseeing the Contract): Melissa Kowieski

Telephone Number: 904-336-9878

School/Department Submitting Contract: Clay Virtual Academy

Vendor/Contractor Name: Florida Virtual School

Contract Title: Florida Virtual School Amendment 3

Contract Type: New ☐ Renewal ☐ Amendment ☒ Extension ☐ Date Original Contract Approved: 07/05/2018

Contract Term: 07/01/2018 through 06/30/2021 (3 years) Renewal Option(s):

Contract Cost: \$575,000.00 Payment Schedule (Monthly? Upon delivery? When finished?): Quarterly

Funding Source: 0100.5100369.7005.0000.000 Purchase Requisition No.:

Strategic Plan Tie-in Explanation: Virtual Instruction Program requirements for students in accordance with 1002.45 Florida Statute

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

Additional Information: Florida Virtual School contract amendment to be approved to continue using

CONTRACT REQUIRED DOCUMENTS ("CRD") PACKAGE ATTACHED?

☐ Completed Contract Review Form

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

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

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

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

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

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

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

Workers' Compensation = \$100,000 Minimum

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

Approvals

Comments

Purchasing Department	Approved	Denied	Virtual School per Statute Amendment
Review Date: 4/30/2020	BTS		
Risk Management Department	Approved	Denied	
Review Date:			
School Board Attorney	Approved	Denied	
Review Date: 5/14/20	MS		
Information & Technology Dept.	Approved	Denied	
Review Date:			
Other:	Approved	Denied	
Review Date:			

Board Agenda Item DRAFT

Title
Florida Virtual School - Amendment 3 to 2018-2021 Franchise Agreement - Appendix G - COVID-19 Student Support Project
Recommendation
Appendix G shall only pertain to those student enrollments identified in the FLVS-VSA system as "COVID-19. COVID Enrollments will end on June 30, 2020, absent further amendment.
Description
Due to the COVID-19 crisis, FLVS has created an agreement with lower curriculum fees to many courses that students are taking during school closures. This is an amendment to those lower costs to those enrollments that occurred during the COVID-19 crisis
Gap Analysis
N/A
Previous Outcomes
N/A
Expected Outcomes
Lower curriculum costs for FLVS curriculum during the crisis through June 30th to many (but not all) FLVS courses.
Strategic Plan Goal
N/A
Financial Impact
The service fee for COVID Enrollments will be \$9.78 per new enrollment per segment and will apply to the entire course list in Appendix A EXCEPT the following courses, which will be billed at the standard rate in Appendix A:
My Contact
Roger Dailey, Assistant Superintendent of Curriculum and Instruction, roger.dailey@myoneclay.net 904-336-8081 Melissa Kowieski, Assistant Principal, melissa.kowieski@myoneclay.net ,



FLORIDA VIRTUAL SCHOOL

Amendment 3

To:

2018-2021 Franchise Agreement

THIS THIRD AMENDMENT to the 2018-2021 Franchise Agreement (the "Third Amendment") is entered by and between School Board of Clay County ("CUSTOMER") and Florida Virtual School ("FLVS"), hereinafter collectively referred to as "the Parties."

WHEREAS, the Parties entered into a Franchise Agreement ("Agreement") with an effective date of July 1, 2018;

WHEREAS, the Parties wish to amend the Agreement to meet urgencies associated with the onset of a pandemic known as the Coronavirus/COVID-19;

Now, THEREFORE, in consideration of the mutual covenants and promises set forth herein, the Parties agree as follows:

1. The Parties agree that, except as modified herein, the terms and conditions of the Agreement remain in full force and effect.
2. This Third Amendment adds and hereby incorporates Appendix G, COVID-19 Student Support Project. Appendix G shall only pertain to those student enrollments identified as in the VSA system as "COVID-19 Student Support Project".

Except as expressly amended above, the Agreement is hereby ratified and affirmed in all other respects.

ACKNOWLEDGED AND AGREED BY:

Customer	
Customer's Name School Board of Clay County	
By (Authorized Signature)	Date Signed
Printed Name and Title of Person Signing:	
Address:	
FLVS	
FLVS Name: Florida Virtual School	
By (Authorized Signature)	Date Signed
Louis Algaze, Ph.D.	Digitally signed by Louis Algaze, Ph.D. Date: 2020.04.01 14:32:33 -04'00'
Printed Name and Title of Person Signing: Louis J. Algaze, Ph.D. – Executive Director and CEO	
Address: 2145 Metrocenter Blvd, Suite 100, Orlando, FL 32835	

APPENDIX G

COVID-19 Student Support Project

Appendix G shall only pertain to those student enrollments identified in the VSA system as "COVID-19 Student Support Project", herein referred to as "COVID Enrollments". COVID Enrollments will end on June 30, 2020, absent further amendment.

1. For COVID Enrollments the definition of a Billable Enrollment will be any student who achieves 10% course completion or is on active status in VSA for a minimum of fifteen (15) days. FLVS will bill the Customer for the COVID Enrollment regardless of the student's status upon Customer's receipt of the invoice.
2. The service fee for COVID Enrollments will be \$9.78 per new enrollment per segment and will apply to the entire course list in Appendix A **EXCEPT** the following courses, which will be billed at the standard rate in Appendix A:

FLVS COVID Enrollment EXCLUDED Course Offerings	
Course Name	
SOCIAL STUDIES	
Law Studies	
Forensic Science	
Creative Photography	
Critical Thinking and Study Skills	
Drivers Education	
Guitar 1	
Leadership Skills Development	
MJ Creative Photography	
MJ Guitar I	
Music of the World	
Outdoor Education	
Peer Counseling 1	
Peer Counseling 2	
Theater, Cinema & Film Production	
Criminal Justice Operations	
Agriscience Foundations I	
Biotechnology I	
Culinary Arts I	
Dave Ramsey's Foundations in Personal Finance	
Forestry and Natural Resources 2	
Health Science Foundation	
Introduction to Alternative Energy	

Introduction to Horticulture
M/J Orientation to Career
Nutrition and Wellness
Parenting Skills
Personal and Family Finance – Dave Ramsey
Principles of Public Service
Anthropology
Art in World Cultures
Astronomy Solar/Galactic
Early Childhood Education
Health Science I
Holocaust
Philosophy
Psychology 2
Sociology
Speech I
Sports, Recreation and Entertainment Marketing Management
World Religions

3. Florida Virtual School Responsibilities for COVID Enrollments shall **not** include the following services:

- Quality Assurance Services, inclusive of one Classroom Audit and one Completion Audit per instructor, Educator footprints reports upon request, and QA training
- A co-branded digital flyer, which is designed and set to your Franchise by request three (3) times a year (August, January, and May)
- Access to the Salesforce platform to review QA documents and submit concern resolutions

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C7 - Florida Virtual School - Pricing Amendment 2 to Franchise Agreement for State of Florida School district with School Board of Clay County - Appendix A

Description

This Amendment replaces Appendix A, Course Fees with an annual updated, lower course fee list as stted in section 8.9 of the Agreement

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Lower curriculum fees for FLVS curriculum for the 2020-2021 school year.

Strategic Plan Goal

N/A

Recommendation

To approve the FLVS Amendment 2 - curriculum fee decrease.

Contact

Roger Dailey, Chief Academic Officer, roger.dailey@myoneclay.net
904-336-8181

Financial Impact

Approximately 10%-13% price decrease for FLVS curriculum than previous years.

Review Comments**Attachments**

📎 [200127 FI Virtual Amend 2.pdf](#)

CONTRACT REVIEW FORM ("CRF")

BOARD MEETING DATE:

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

Date Submitted: April 24, 2020

Contract Initiator (Name of Person Overseeing the Contract): Melissa Kowieski

Telephone Number: 904-336-9878

School/Department Submitting Contract: Clay Virtual Academy

Vendor/Contractor Name: Florida Virtual School

Contract Title: Florida Virtual School Amendment 2

Contract Type: New ☐ Renewal ☐ Amendment ☒ Extension ☐ Date Original Contract Approved: 07/05/2018

Contract Term: 07/01/2018 through 06/30/2021 (3 years) Renewal Option(s):

Contract Cost: \$575,000.00 Payment Schedule (Monthly? Upon delivery? When finished?): Quarterly

Funding Source: 0100.5100369.7005.0000.000

Purchase Requisition No.:

Strategic Plan Tie-in Explanation: Virtual Instruction Program requirements for students in accordance with 1002.45 Florida Statute

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

Additional Information: Florida Virtual School contract amendment to be approved to continue using

CONTRACT REQUIRED DOCUMENTS ("CRD") PACKAGE ATTACHED?

Completed Contract Review Form

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

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

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

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

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

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

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

Workers' Compensation = \$100,000 Minimum

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

Approvals

Comments

Purchasing Department	Approved	Denied	
Review Date: 4/30/2020	B78		Virtual School per statute / Amendment
Risk Management Department	Approved	Denied	
Review Date:			
School Board Attorney	Approved	Denied	
Review Date: 5/14/20	JB		
Information & Technology Dept.	Approved	Denied	
Review Date:			
Other:	Approved	Denied	
Review Date:			

Board Agenda Item DRAFT

Title
Florida Virtual School - Pricing Amendment 2 to Franchise Agreement for State of Florida School District with School Board of Clay County - Appendix A
Recommendation
To approve the FLVS Amendment 2 - curriculum fee decrease.
Description
This Amendment replaces Appendix A, Course Fees with an annual updated, lower course fee list as stated in section 8.9 of the Agreement
Gap Analysis
N/A
Previous Outcomes
N/A
Expected Outcomes
Lower curriculum fees for FLVS curriculum for the 2020-2021 school year.
Strategic Plan Goal
N/A
Financial Impact
Approximately 10%-13% price decrease for FLVS curriculum than previous years.
My Contact
Roger Dailey, Assistant Superintendent of Curriculum and Instruction, roger.dailey@myoneclay.net 904-336-808 Melissa Kowieski, Assistant Principal, melissa.kowieski@myoneclay.net , 904-336-9676



FLORIDA VIRTUAL SCHOOL
Amendment 2

To:
Franchise Agreement for State of Florida School District
With School Board of Clay County

THIS SECOND AMENDMENT TO THE Franchise Agreement for State of Florida School District Agreement (the "Second Amendment") is entered in to as of the 10th day of March 2020, (the "Effective Date"), by and between School Board of Clay County ("COMPANY") and Florida Virtual School ("FLVS"). The following changes are hereby incorporated into the aforementioned Terms and Conditions of this Agreement.

WITNESSETH

WHEREAS, COMPANY and FLVS entered into a Franchise Agreement for State of Florida School District Agreement ("Agreement") with an effective date of July 1, 2018 and a term of Three (3) years (the "Term");

WHEREAS, COMPANY and FLVS now desire to modify the Agreement;

Now, THEREFORE, in consideration of the mutual covenants and promises set forth herein, the parties agree as follows:

1. The parties agree that, except as modified herein, the terms and conditions of the Agreement remain in full force and effect.
2. This Second Amendment replaces Appendix A, Course Fees with an annual updated course fee list as stated in section 8.9 of the Agreement.

Except as expressly amended above, the Agreement is hereby ratified and affirmed in all other respects.
ACKNOWLEDGED AND AGREED BY:

Contractor

Contractor's Name (If other than an individual, state whether a corporation, partnership, etc.)

By (Authorized Signature)

Date Signed

Printed Name and Title of Person Signing:

Address:

FLVS

FLVS Name: Florida Virtual School

By (Authorized Signature)

Date Signed

Printed Name and Title of Person Signing: Louis J. Algaze, Ph.D. – Executive Director and CEO

Address: 2145 Metrocenter Blvd, Suite 100, Orlando, FL 32835



Florida Virtual School Franchise Agreement

APPENDIX A

The Components, which are the subject of the FLVS Franchise Agreement, including FLVS Course Content, Third Party Components, FLVS Virtual School Administrator, Registration, Student Information System, and the Learning Management System granted to Customer and the fees payable to FLVS hereunder are as follows:

The most current version of all FLVS courses available for public release, except for those still in a pilot or BETA phase of development.

1. Fees

This list may be altered based on any additional course releases or enhancements during the year. The Course Catalog may be found at:

<http://www.flvs.net/Students/Pages/find-course.aspx#highschool>.

FLVS Course Offerings	
Course Name	Price
SOCIAL STUDIES	
AP United States Government and Politics	63.00
AP Human Geography	43.00
AP Macroeconomics	43.00
AP Microeconomics	46.00
AP Psychology	68.00
AP US History	76.00
Economics with Financial Literacy	43.00
Law Studies	76.00
M/J Civics	43.00
MJ United States History	43.00
MJ World History	43.00
Psychology 1	46.00
United States Government	43.00
United States History	43.00
World History	43.00
LANGUAGE ARTS	
AP Art History	43.00
AP English Language and Composition	43.00
AP English Literature and Composition	72.00
English 1	43.00
English 2	43.00
English 3	43.00
English 4	43.00
Intensive Reading	43.00



Florida Virtual School Franchise Agreement

MJ Language Arts 1	43.00
MJ Language Arts 2	43.00
MJ Language Arts 3	43.00
Reading for College Success	43.00
Journalism I	43.00
English 4: Florida College Prep	43.00
Social Media	43.00
WORLD LANGUAGES	
American Sign Language 1	43.00
Chinese 1	43.00
Chinese 2	43.00
Chinese 3 honors	43.00
French 1	43.00
French 2	43.00
Latin 1	43.00
Latin 2	43.00
Latin 3	43.00
MJ Spanish Beginning	43.00
MJ Spanish Intermediate	43.00
Spanish 1	43.00
Spanish 2	43.00
Spanish 3 Honors	43.00
Spanish 4 Honors	43.00
Spanish for Spanish Speakers	43.00
MATHEMATICS	
Algebra 1	43.00
Algebra 2	43.00
AP Calculus AB	63.00
AP Calculus BC	63.00
AP Statistics	43.00
Calculus	63.00
Calculus Honors	63.00
Geometry	43.00
Liberal Arts Math 1	51.00
Liberal Arts Math 2	51.00
Math for College Readiness	55.00
MJ Math 1	43.00
MJ Math 2	43.00
MJ Pre-Algebra	43.00
Precalculus Honors	68.00
SCIENCE	
Anatomy & Physiology	43.00



Florida Virtual School Franchise Agreement

AP Biology	76.00
AP Environmental Science	43.00
Biology	68.00
Chemistry	43.00
Earth Space Science	43.00
Forensic Science	76.00
Marine Science	43.00
MJ Science 1	43.00
MJ Science 2	43.00
MJ Science 3	47.00
Physical Science	43.00
Physics	43.00
CAREERS AND LIFESKILLS	
AP Computer Science	59.00
Art History and Criticism 1 Honors	43.00
Career Research and Decision Making	65.00
Creative Photography	76.00
Critical Thinking and Study Skills	65.00
Drivers Education	69.00
Fitness Lifestyle Design	43.00
Guitar 1	76.00
HOPE	43.00
Leadership Skills Development	65.00
Life Management Skills	43.00
MJ Creative Photography	76.00
MJ Critical Thinking, Problem Solving and Learning Strategies	43.00
MJ Fitness	43.00
MJ Guitar I	76.00
MJ Physical Education 6	43.00
MJ Physical Education 7	43.00
Music of the World	76.00
Outdoor Education	97.00
Peer Counseling 1	65.00
Peer Counseling 2	65.00
Personal Fitness	43.00
Theater, Cinema & Film Production	85.00
Criminal Justice Operations	76.00
CAREERS AND TECHNICAL EDUCATION	
Agriscience Foundations I	76.00
Biotechnology I	77.00
Culinary Arts I	76.00
Dave Ramsey's Foundations in Personal Finance	76.00



Florida Virtual School Franchise Agreement

Digital Information Technology	63.00
Forestry and Natural Resources 2	76.00
Foundations of Programming	59.00
Health Science Foundation	77.00
Introduction to Alternative Energy	77.00
Introduction to Horticulture	76.00
M/J Business Keyboarding	55.00
MJ Career Research and Decision Making	43.00
M/J Orientation to Career	77.00
Nutrition and Wellness	76.00
Parenting Skills	76.00
Personal and Family Finance	77.00
Personal and Family Finance – Dave Ramsey	77.00
Principles of Public Service	77.00
Procedural Programming	43.00
CREDIT RECOVERY	
Algebra 1	43.00
Algebra 2	43.00
Biology I	43.00
Chemistry I	43.00
Economics with Financial Literacy	43.00
English 1	43.00
English 2	43.00
English 3	43.00
English 4	43.00
Geometry	43.00
US Government	43.00
US History	43.00
World History	43.00
OTHER ELECTIVES	
Anthropology	76.00
Art in World Cultures	76.00
Astronomy Solar/Galactic	76.00
Early Childhood Education	76.00
Health Science I	76.00
Holocaust	76.00
Philosophy	76.00
Psychology 2	77.00
Sociology	76.00
Speech I	76.00
Sports, Recreation and Entertainment Marketing Management	76.00
World Religions	71.00



Florida Virtual School Franchise Agreement

ELEMENTARY COURSES	
Language Arts - Kindergarten	43.00
Language Arts - Grade One	43.00
Language Arts - Grade Two	43.00
Language Arts - Grade Three	43.00
Language Arts - Grade Four	43.00
Language Arts - Grade Five	43.00
Mathematics - Kindergarten	43.00
Mathematics - Grade One	43.00
Mathematics - Grade Two	43.00
Mathematics - Grade Three	43.00
Mathematics - Grade Four	43.00
Mathematics - Grade Five	43.00
Science - Kindergarten	43.00
Science - Grade One	43.00
Science - Grade Two	43.00
Science - Grade Three	43.00
Science - Grade Four	43.00
Science - Grade Five	43.00
Social Studies - Kindergarten	43.00
Social Studies - Grade One	43.00
Social Studies - Grade Two	43.00
Social Studies - Grade Three	43.00
Social Studies - Grade Four	43.00
Social Studies - Grade Five	43.00
Elementary Technology K	43.00
Elementary Technology 1	43.00
Elementary Technology 2	43.00
Elementary Technology 3	43.00
Elementary Technology 4	43.00
Elementary Technology 5	43.00
Elementary Spanish Introductory Level	43.00
Elementary Spanish 1	43.00
Elementary Spanish 2	43.00
Elementary Spanish 3	43.00
Elementary Spanish 4	43.00
Elementary Spanish 5	43.00
Elementary Physical Education K	43.00
Elementary Physical Education 1	43.00
Elementary Physical Education 2	43.00
Elementary Physical Education 3	43.00
Elementary Physical Education 4	43.00



Florida Virtual School Franchise Agreement

Elementary Physical Education 5	43.00
Elementary Art K	43.00
Elementary Art 1	43.00
Elementary Art 2	43.00
Elementary Art 3	43.00
Elementary Art 4	43.00
Elementary Art 5	43.00

FLVS Invoicing Schedule for Billable Enrollments Served:

Cycle	Enrollment Data Date Range	Invoice Sent
Cycle 1	July - Oct	Mid-November
Cycle 2	Nov - Feb	Mid-March
Cycle 3	Mar - Jun	End of June
Cycle 4	True-up / Enrollments not captured in previous cycles	Mid-July

Course Discontinuation

FLVS reserves the right to discontinue the availability of any course listed herein with reasonable notice to the Customer. In so doing, FLVS will assure the students currently in the course are permitted to matriculate and complete their course with the current course they are currently enrolled in.

Billing Contact Personnel:

School or District	Florida Virtual School
Name:	Name: Carmen Brehoi
Address of School/District:	Address: 2145 Metrocenter Blvd. Suite 100 Orlando, Florida 32835
Email:	Email: cbrehoi@flvs.net
Telephone No.:	Telephone No.: 407-513-3615

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C8 - Approval for the Purchase of Edgenuity Virtual Instruction Curriculum 6-12th grades

Description

The Edgenuity virtual instruction program (VIP) courses are designed to reflect research-based instructional practices to meet the needs of all students. Their courses feature rigorous, explicit instruction led by expert, on-screen teachers, as well as allowing district teachers to incorporate their own uniqueness to the course. It includes courses with challenging content, relevant activities, adaptable formative and summative assessments and real-time feedback. Their curriculum is aligned with the Common Core and other state standards and the curriculum has been approved by the Florida Department of Education.

Gap Analysis

Clay Virtual Academy offered Edgenuity virtual instruction curriculum to CCDS district students 6th-12th grades in the 2019-20 school year. CVA will have the opportunity to use various virtual instruction curriculums to meet the graduation requirements. This year, we are not looking at paying a large curriculum fee up front, but to pay per course, after grace period.

Previous Outcomes

Clay schools had purchased Edgenuity curriculum to use for credit recovery, during the COVID 19 crisis, and to utilize the mental health courses for all CCDS 6th-12th grade students. CVA also used Edgenuity for the 2019-2020 school year.

Expected Outcomes

Students will continue to use the Edgenuity curriculum on account of engaging teacher lead videos and interactive lessons. Teachers have the ability to differentiate lessons within the current content of the program to help meet the needs of individualized students.

Edgenuity reports generated will assist all stakeholders to be able to monitor and address student progress and needs.

Strategic Plan Goal

Strategy 1/1 Redesign instructional frameworks for all grade levels and subject areas to reflect opportunities to differentiate instruction. Strategy 1.1.4 Develop an online "one stop shop" that houses all curriculum materials. Strategy 1.1.5: Implement test preparation items specifications to ensure students are exposed to content and assessments aligned to standards.

Recommendation

That the Clay County School Board approve the purchase of Edgenuity's Virtual Instruction Curriculum with online resources for grades K-12 for the 2020-2021 school year.

Contact

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

904-336-8081

Amanda Stilianou, CVA Principal, amanda.stilianou@myoneclay.net 904-336-9878

Financial Impact

We will pay curriculum fees (\$40-\$80) based on students taking an Edgenuity virtual course with a CVA teacher

Review Comments

Attachments

📎 [200126Edgenuityfinal.pdf](#)

✓ **APPROVED** Pending Comments
Below Addressed

200126

CONTRACT REVIEW FORM ("CRF")		BOARD MEETING DATE: <small>WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED</small>
Date Submitted: April 24, 2020	Telephone Number: 904-336-9878	
Contract Initiator (Name of Person Overseeing the Contract): Melissa Kowleski		
School/Department Submitting Contract: Clay Virtual Academy		
Vendor/Contractor Name: Edgenuity		
Contract Title: Edgenuity - Provider Agreement - Course and Virtual Instruction		
Contract Type: New <input checked="" type="checkbox"/> Renewal <input checked="" type="checkbox"/> Amendment <input type="checkbox"/> Extension <input type="checkbox"/>	Date Original Contract Approved: 05/02/2019 ^{N/A}	
Contract Term: 07/01/2020 - 06/30/2021	Renewal Option(s): 1 year	
Contract Cost: \$10,000.00	Payment Schedule (Monthly? Upon delivery? When finished?): Quarterly January & June	
Funding Source: 0100.5100329.0000.000	Purchase Requisition No.:	
Strategic Plan Tie-In Explanation:		
Pre-Approved by Superintendent or Designee? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Additional Information: Franchise Agreement will be annual contract		
CONTRACT REQUIRED DOCUMENTS ("CRD") PACKAGE ATTACHED? <input type="checkbox"/> Completed Contract Review Form <input type="checkbox"/> SBAO Template Contract or other Contract (with all basic and mandatory terms) <input type="checkbox"/> SIGNED 2018 Addendum A (If not an SBAO Template Contract)* <small>*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."</small> <input type="checkbox"/> Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements: <small>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).</small>		

Approvals

Comments		
Purchasing Department	Approved	Denied
Review Date: 4/29/2020	BYS	
Risk Management Department	Approved	Denied
Review Date:		
School Board Attorney	Approved	Denied
Review Date: 5/11/20	J.D.	
Information & Technology Dept.	Approved	Denied
Review Date:		
Other:	Approved	Denied
Review Date:		

Contract Review Form, May 2018, SBAO (web)

Purchasing 4/24/2020
Received by
Email T. Page
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VIRTUAL SCHOOL SERVICES AGREEMENT

This Agreement for services ("**Agreement**") made and entered into by and between Edgenuity Inc. (hereafter "**PROVIDER,**" or "**Edgenuity** ") having principal offices at 8860 E. Chaparral Road, Suite 100, Scottsdale, AZ, 85250; and the **Clay County School District** (hereinafter "**CLIENT**"), having principal offices at 900 Walnut Street, Green Cove Springs, Florida 32043.

This Agreement supersedes and cancels any prior agreements and/or understandings between the parties concerning the subject matter. There are no provisions, representations, undertakings, agreements, or collateral agreements between the parties other than as set forth in this Agreement.

The parties by their authorized representatives have entered into this Agreement as of the 1st day of July, 2020 (the "**Effective Date**").

CLIENT and PROVIDER agree to the Description of Work contained in Attachment A (Description of Work); Attachment B (Payment Terms and Conditions); Attachment C (Detailed Curriculum Plan) and Attachment D (Standard Terms and Conditions).

This contract shall be effective upon the date upon which it is signed by both the CLIENT and the PROVIDER, whichever is later.

TERM

This Agreement shall be effective on the Effective Date for a period of one (1) year and shall be terminable in accordance with the requirements herein, with the option of one-year renewal after written acceptance and approval from both parties.

Edgenuity provides both state and nationally aligned courses and is also a state of Florida approved Virtual Instruction Provider ("**VIRTUAL INSTRUCTION PROVIDER**"). Through this VIRTUAL SCHOOL SERVICES AGREEMENT, Edgenuity offers the CLIENT, the platform, support and flexibility to provide a wide selection of course offerings for students. This VIRTUAL SCHOOL SERVICES AGREEMENT is offered for use with both the CLIENT's teachers ("**Partner Teachers**") and/or the PROVIDER's teachers ("**Edgenuity Teachers**").

Customer:	Edgenuity Inc.	DocuSigned by:
Signature:	Signature:	<i>Sari Factor</i>
Printed Name:	Printed Name:	Sari Factor
Title:	Title:	CEO
Date:	Date:	6/5/2020
Address:	Address: 8860 East Chaparral Road, Suite 100 Scottsdale, AZ 85250	

ATTACHMENT A Description of Work

As more fully set forth in Attachment B, the PROVIDER is to assist in the operation of a K-12 virtual school that provides a free-to-students, 180-day, or more, online instructional program to eligible students during the 2020-2021 school year. The PROVIDER is to provide each school/district and its staff with the necessary platform, online courses, and support for successful operation of their virtual school. If, and when any instructional staff is provided by PROVIDER, for the delivery of online courses, instructional staff must be highly qualified as identified by ESSA standards and hold a valid Florida teaching certificates under provisions of Chapter 1012, Florida Statutes. The PROVIDER will ensure all employees and contracted personnel undergo background screening as required by F.S.1012.32, Florida Statutes, using state and national criminal history records and will provide a list of instructional employees to the CLIENT for verification of compliance according to the PROVIDER's standard procedures. If additional background checks are required by CLIENT, CLIENT will so state in writing to PROVIDER. PROVIDER will provide information as requested by Client Liaison regarding monitoring. All curriculum and course content used will align to the Florida Standards. The PROVIDER agrees to comply with any student progression plan, student calendar and other standard policies to support a virtual program in compliance with applicable Florida Statutes except as described in the Virtual Instruction Provider's Standard Terms and Conditions incorporated herein. As required in F.S.1002.45, a detailed curriculum plan (available online courses) is provided in **Attachment C**. The PROVIDER will establish a standard schedule for providing data for required state reporting that enables timely submission to the Department of Education. Using the data provided to PROVIDER by CLIENT, PROVIDER will use commercially reasonable efforts to provide timely, accurate and complete education data. While the education data is under the control of the PROVIDER, PROVIDER will use commercially reasonable security measures and controls as required by FERPA. Further Roles of the Client shall include:

1. Manage the enrollment process, including communications with students and parents, regarding the enrollment process.
2. Notify, communicate, and/or provide, support services consistent with the legal requirements for students with special needs. These special needs could be seen in an IEP, including a 504, be an English Language Learner (ELL) or others as mutually identified.
3. Client (i) must keep its passwords secure and confidential; (ii) is solely responsible for its Data and all activity in its account in the Service; (iii) must use commercially reasonable efforts to prevent unauthorized access to its account, and notify Provider promptly of any such unauthorized access; and (iv) may use the Service only in accordance with the Service's written technical guides and applicable law. Client may allow authorized third parties to access the Service in compliance with the terms of this Agreement, so long as the access is for the sole benefit of Client. Client is responsible for compliance by such Client authorized

third parties with this Agreement.

4. Accept standard publications of the PROVIDER for all compliance and documentation purposes (i.e., program guide for information and data about the curriculum, student handbook for school policies and procedures and hours of personnel availability, state reporting for certification status and physical location of personnel, monthly school report for student-teacher ratios, teacher load limits, state data submissions and state report cards for completion, promotion, and other accountability outcomes).
5. Provide the PROVIDER with student data so the provider can meet Florida Department of Education reporting requirements to include gender, grade, ethnicity, ELL status, special education, FSA, ELA and math assessment results, EOC data, and graduation data or other data as requested.
6. Pay the VIRTUAL INSTRUCTION PROVIDER in accordance with Attachment B.

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ATTACHMENT B PAYMENT TERMS and CONDITIONS

Payment Terms and Conditions

District (Partner) Teacher – refers to teachers provided by the CLIENT using Edgenuity courses. Partner teachers can teach the Edgenuity courses using the instructional model that is of their choosing, is chosen for them by the school, a customized model, or the Partner Teacher may use the Edgenuity instructional model.

Edgenuity (VIP) Teacher – refers to teachers provided by the PROVIDER using Edgenuity courses. Edgenuity instructors, using Edgenuity's instructional model, augment course content via remediation, modification and enrichment through web meetings, virtual office hours, email and SMS communication. Instructors also grade course assignments and projects.

Concept Coach – refer to coaches who perform on demand concept demonstrations using interactive technology tools for core courses, ELA, Math, Social Studies, and Science. Edgenuity concept coaches ("On-demand tutors") are available Monday through Saturday, 8:00 AM to 11:00 PM EST.

Enrollment Period –refers to the standard course enrollment period of twenty (20) weeks. Extensions may be requested.

Course Fee – refers to the amount charged for a student's use of a course. This amount is charged, regardless of who teaches the course, when the student is no longer eligible for Drop/Grace.

Instructional Fee – refers to the cost of a successful completion when using an Edgenuity teacher.

Successful Completion - student must earn a minimum grade of 60%, unless changed in writing by the district.

Drop/Grace* - refers to the period in which a student may be withdrawn from course(s) without incurring fees further defined as period prior to a student reaching either twenty percent (20%) progress in the course or reaching twenty-eight (28) days enrolled in the course, whichever comes first.

Billing – Edgenuity will send the billing roster to district administrators twice each year, in January and in June. These billing rosters will reflect charges for both successful completions and any course fees. The January billing roster will typically cover usage for the first semester. The June billing roster will typically cover usage for the second semester. The district administration has seven (7) days after receiving the billing roster to dispute the invoice and request revisions. Edgenuity will review the request and provide a revised invoice for payment.

**Drop/Grace Note- data suggests that when a student does not reach 20% course progress within the first 28 days of enrollment, that the chance of successful completion diminishes greatly. It is at the discretion of the district, and is the responsibility of the district, to use the Drop/Grace option, to withdraw a student from their course enrollment(s), prior to them reaching 28 days enrolled, to avoid the course fee. This is regardless of whether the district is providing their own teachers (Partner Teachers) or are using Edgenuity teachers.*

ATTACHMENT B (CONT.)
PAYMENT TERMS and CONDITIONS

- I. PROVIDER shall provide the Curriculum and/or Instructional Services identified in the **Payment Terms and Conditions** pricing table (the "Deliverables").
- II. PROVIDER will commit its teachers to a student-teacher ratio which is one teacher per 65 students for grades 6 - 8 and one teacher per 200 students for grades 9 -12.
- III. The PROVIDER further warrants that as to each Deliverable produced pursuant to this Contract, PROVIDER's production of the Deliverable and the CLIENT'S use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Section 102-105 and to each exclusive right established in 17 U.S.C. Section 106. In furtherance of this provision, the PROVIDER warrants that:
 - a. As to each work of software or other "information technology" as identified in s. 287.0041(11), Florida Statutes, in which copyrights subsist, the PROVIDER has acquired the rights by conveyance or license to any third-party software or other information technology, which was used to produce the Deliverables.
 - b. As to each image and sound recording incorporated into a Deliverable, the PROVIDER has acquired the necessary rights, releases and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audio-visual, work or sound recording from which the included image or sound was taken.
- IV. If there is a modification to the rules and regulations approved by the Florida Board of Education in contradiction to the terms outlined in this contract, the Parties will amend the contract as necessary to bring the contract into accord with the rules and regulations so long as such change does not materially change the Deliverables as currently defined.
- V. PROVIDER will implement, maintain, and use appropriate administrative, technical, or physical security measures to the full extent required by Title 20, Section 1232g, United State Code, The Family Educational Right and Privacy Act (FERPA), in order to maintain the confidentiality of student/education records.
- VI. PROVIDER has filed for or is the owner of various trademarks and logos. The CLIENT will be granted the use of such logos and trademarks in connection with its virtual school offering but use of such trademark and logos shall be used only in connection with those services provided under this contract.
- VII. PROVIDER will maintain and keep in force Worker's Compensation, Liability and Property Damage Insurance to protect it from claims under worker's compensation claims for personal injury, including death, and claims for damages to any property of the CLIENT, or of the public, which may

arise from operations under this Agreement, whether such operations be by PROVIDER, or by any subcontractor or anyone directly or indirectly employed by PROVIDER.

- VIII. In no event will the CLIENT or CLIENT's members, CLIENT officers, employees, or agents be responsible or liable for the debts, acts or omissions of the PROVIDER, its officers, employees, or agents. This does not excuse the CLIENT from paying any obligations incurred resulting from this contract, or from the payment of any debts incurred under this contract for lawful termination.
- IX. Method for Conflict Resolution - Any dispute concerning performance of the contract shall be decided by the CLIENT's designated contract manger, who shall reduce the decision to writing and serve a copy to the PROVIDER. The decision shall be CLIENT's final decision unless within ten (10) days from the date of receipt, the PROVIDER files a petition with the CLIENT for administrative hearing pursuant to Chapter 120 of the Florida Statutes. Exhaustion of administrative remedies is an absolute condition precedent to the PROVIDER's ability to pursue any other form of dispute resolution; provided, however, that the parties may employ the alternative dispute resolution procedures outlined in Chapter 120.
- X. After exhaustion of administrative remedies or for any claim not cognizable under Chapter 120, Florida Statutes, the exclusive venue of any legal or equitable action that arises out of or relates to the Agreement shall be the appropriate state or federal court with jurisdiction over Clay County, Florida; in any such action, Florida law shall apply and the parties waive any right to jury trial.
- XI. **TERMINATION** - This contract may only be terminated before its expiration as follows: a) both Parties agree in writing to the termination; orb) if either Party materially breaches the contract and fail to cure such breach within ninety (90) days following written notification of such breach from the other Party, the non-breaching Party may elect to terminate.
- XII. **DEBT RESPONSIBILITY** - As required by Florida Statute, the Virtual Instruction Program is responsible for all debts for CLIENT's virtual instruction program that arise out of the VIRTUAL INSTRUCTION PROVIDER's performance of this contract if the contract is not renewed or is terminated. This does not excuse the CLIENT from paying any obligations incurred resulting from this contract, or from the payment of any debts incurred under this contract for lawful termination.
- XIII. **PROVIDER** is required to comply with all requirements of Section 1002.45, Florida Statutes and will comply with disclosure requirement s adopted in rule by the Florida Board of Education.
- XIV. **PUBLICRECORD** - CLIENT agrees that all Edgenuity Confidential Information, as defined below, is a trade secret, as defined in Section 812.081, Fla. Stat., and is therefore exempt from disclosure as public records under Chapter 119, Florida Statutes. CLIENT agrees to take all commercially-reasonable steps necessary to prevent unauthorized disclosure of Edgenuity's Confidential Information and Confidential Materials, as defined below. Such steps shall include without limitation, CLIENT'S agreement to promptly notify Edgenuity of any public records request that, if fulfilled, would result in disclosure of any of Edgenuity's Confidential Information. CLIENT'S notification will occur before releasing such Confidential Information and in sufficient time to allow forum, or tribunal. Edgenuity will be solely responsible for the legal defense and cost of asserting the exemption(s) in any proceeding in which the exemption(s) is contested. CLIENT agrees that Edgenuity has taken all necessary measures to prevent disclosure to unauthorized persons of Edgenuity's Confidential Information in CLIENT'S

possession and that no further warning or labeling is necessary.

"Confidential Information " means any information relative to Edgenuity, its business, or its operations, that is clearly marked "confidential" or "proprietary", or that ought to be treated as confidential under the circumstances surrounding the disclosure, provided that Confidential Information shall not include information that: (i) at the time of disclosure, or thereafter, becomes publicly known through means other than a party's breach of this Agreement; (ii) was known to the CLIENT as of the time of its disclosure without any obligation of confidentiality, the proof of such knowledge to be the burden of the CLIENT; (iii) was independently developed by the CLIENT without the use of any of the Edgenuity's Confidential Information; (iv) was subsequently learned from a third party not under a confidentiality obligation to Edgenuity or any other party; or (v) is public record pursuant to applicable state law. "Confidential Materials" means all tangible materials containing Confidential Information, including written or printed documents and computer disks or tapes, whether machine or use readable. Edgenuity's Confidential Information includes the contents of any Edgenuity Licensed Content, the Software, the Documentation, the Deliverables, Copyright Materials, and other Trade Secret Materials.

- XV. **JESSICA LUNSFORD ACT** - Edgenuity and its employees are contractors as defined in Sections 1012.467(1)(a), Fla. Stat., and 1012.468(1), Fla. Stat. Edgenuity and its employees will comply with Sections 1012.465, Fla. Stat., and 1012.467, Fla. Stat., in accordance with Section XVIIM. of the Standard Terms.
- XVI. **SOVEREIGN IMMUNITY** - The parties acknowledge and agree that Client is an agency of the State of Florida for purposes of sovereign immunity and immune from suit except to the extent such immunity has been waived by the state.
- XVII. **EQUAL OPPORTUNITY** - Edgenuity shall comply with all federal and state laws prohibiting discrimination, including the Florida Civil Rights Act of 1992 and the Florida Educational Equity Act. CLIENT acknowledges that CLIENT and not Edgenuity decide which students are allowed use of Edgenuity's Licensed Content.
- XVIII. **FLORIDA ETHICS LAWS** - Edgenuity will comply with all applicable provisions contained in Chapter 112, F.S. None of CLIENT'S employees or board members has a material interest (as defined in Section 112.312(15), Fla. Stat.) in Edgenuity.
- XIX. **SALES TAX EXEMPTION** - Except to the extent CLIENT provides Edgenuity with a valid Form DR-14, Consumer's Certificate of Exemption pursuant to Section 212.08, Fla. Stat., Edgenuity will invoice CLIENT for and CLIENT agrees to promptly pay any sales tax levied by the State of Florida in connection with this Agreement.
- XX. **FIREARMS** - Edgenuity's employees will not bring a firearm or prohibited weapon onto CLIENT'S property.
- XXI. **AUDIT**- Client may audit Edgenuity under this Agreement for compliance matters upon reasonable written notice to Edgenuity. Any such audit will be conducted under normal

business hours and days of operation.

XXII. **PUBLIC AGENCY CONTRACTS:** To the extent that Edgenuity meets the definition of "contractor" under Section 119.0701 under Florida Statutes, in addition to other contract requirements provided by law, Edgenuity must comply with public record laws, including the following provisions of Section 119.0701. Florida Statutes:

- a. Keep and maintain public records required by the School Board to perform the service.
- b. Upon request from the School Board's custodian of public records, provide the School Board 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, F.S., 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.
- d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of Edgenuity or keep and maintain public records required by the School Board to perform the service. If Edgenuity transfers all public records to the School Board upon completion of the contract, Edgenuity shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Edgenuity keeps and maintains public records upon completion of the contract, Edgenuity shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.
- e. **IF EDGENUITY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO EDGENUITY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE SCHOOL BOARD'S CUSTODIAN OF PUBLIC RECORDS:**

NAME:

PHONE:

EMAIL:

ADDRESS:

- f. Edgenuity acknowledges that the School Board cannot and will not provide legal advice or business advice to Edgenuity with respect to its obligations pursuant to this section related to public records. Edgenuity further acknowledges that it will not rely on the School Board or its counsel to provide such business or legal advice and that it has been advised to seek professional advice regarding public records matters addressed by this agreement. Edgenuity acknowledges that its failure to comply with Florida law and this agreement with respect to public records shall constitute a material breach of this agreement.

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ATTACHMENT C CURRICULUM PLAN

English/Language Arts

Florida Course Code	Course Title
1000010	M/J Intensive Reading
1001010	M/J Language Arts 1
1001020	Advanced M/J language Arts 1
1001040	M/J Language Arts 2
1001050	Advanced M/J language Arts 2
1001070	M/J Language Arts 3
1001080	Advanced M/J Language Arts 3
1008010	M/J Reading 1
1006000	M/J Journalism
1001310	English 1
1001315	English 1 for Credit Recovery
1001320	English I Honors
1001340	English 2
1001345	English 2 for Credit Recovery
1001350	English 2 Honors
1001370	English 3
1001375	English 3 for Credit Recovery
1001380	English 3 Honors
1001400	English 4
1001402	English 4 for Credit Recovery
1001405	English 4: Florida College Prep
1001410	English 4 Honors
1000410	Intensive Reading
1006300	Journalism 1
1007300	Speech 1
1008350	Reading for College Success*
1009320	Creative Writing 1*
1009300	Writing 1*
1009370	Writing for College Success*
1001420	AP English language & Composition
1001430	AP English Literature & Composition

**Tier II courses are highlighted*

Math

Florida Course Code	Course Title
1205010	M/J Grade 6 Mathematics
1205020	M/J Grade 6 Mathematics Advanced
1205040	M/J Grade 7 Mathematics
1205050	M/J Grade 7 Mathematics Advanced
1205070	M/J Grade 8 Pre-Algebra
1204000	M/J Intensive Math
1200310	Algebra 1
1200315	Algebra 1 for Credit Recovery
1200320	Algebra I Honors
1200330	Algebra 2
1200335	Algebra 2 for Credit Recovery
1200340	Algebra 2 Honors
1200370	Algebra 1-A
1200375	Algebra 1-A for Credit Recovery
1200380	Algebra 1-B
1200385	Algebra 1-B for Credit Recovery
1206300	Informal Geometry
1206305	Informal Geometry for Credit Recovery
1206310	Geometry
1206315	Geometry for Credit Recovery
1206320	Geometry Honors
1207300	Liberal Arts Math 1
1207305	Liberal Arts Mathematics 1 for Credit Recovery
1207310	Liberal Arts Math 2
1207315	Liberal Arts Mathematics 2 for Credit Recovery
1200700	Math for College Readiness
1200705	Mathematics for College Readiness for Credit Recovery
1200410	Mathematics for College Success
1200415	Mathematics for College Success for Credit Recovery
1200400	Intensive Mathematics
1298310	Advanced Topics in Mathematics
1298315	Advanced Topics in Mathematics for Credit Recovery
1202340	Precalculus Honors
1202310	AP Calculus AB
1210300	Probability and Statistics with Applications Honor
1211300	Trigonometry Honors
1201300	Mathematical Analysis Honors
1201315	Analysis of Functions Honors

**Tier II courses are highlighted*

Science

Florida Course Code	Course Title
2000010	MJ Life Science
2002040	M/J Comprehensive Science 1
2002050	M/J Comprehensive Science 1 Advanced
2001010	MJ Earth/Space Science
2002070	M/J Comprehensive Science 2
2002080	M/J Comprehensive Science 2 Advanced
2003010	MJ Physical Science
2002100	M/J Comprehensive Science 3
2002110	M/J Comprehensive Science 3 Advanced
2001310	Earth Space Science
2001315	Earth/Space Science for Credit Recovery
2001320	Earth/Space Science Honors
2001340	Environmental Science
2001345	Environmental Science for Credit Recovery
2001380	AP Environmental Science
2000310	Biology
2000315	Biology 1 for Credit Recovery
2000320	Biology Honors
2003340	Chemistry
2003345	Chemistry 1 for Credit Recovery
2003350	Chemistry Honors
2003380	Physics
2003385	Physics 1 for Credit Recovery
2003390	Physics Honors
2002480	Forensic Science
2002500	Marine Science
2002400	Integrated Science I
2002405	Integrated Science 1 for Credit Recovery
2002420	Integrated Science 2
2002425	Integrated Science 2 for Credit Recovery
2002440	Integrated Science 3
2002445	Integrated Science 3 for Credit Recovery
2003310	Physical Science
2003315	Physical Science for Credit Recovery
2003320	Physical Science Honors
2001350	Astronomy Solar/Galactict
2000350	Anatomy & Physiology*

**Tier II courses are highlighted. Edgenuity (VIP) teachers only are bold italicized.*

Social Studies

Florida Course Code	Course Title
2106010	M/J Civics
2106020	M/J Civics Advanced
2100010	M/J United States History
2100015	M/J United States History & Career Planning
2100020	M/J United States History Advanced
2109010	M/J World History
2109020	M/J World History Advanced
2103015	M/J World Geography
2100310	United States History
2100315	United States History for Credit Recovery
2100320	United States History Honors
2101300	Anthropology*
2100340	African American History*
2102335	Economics with Financial Literacy*
2102340	Economics with Financial Literacy for Credit Recovery*
2102345	Economics with Financial Literacy Honors*
2102372	Personal Financial Literacy*
2106310	United States Government*
2106315	United States Government for Credit Recovery*
2106320	United States Government Honors*
2106350	Law Studies*
2107300	Psychology 1*
2107310	Psychology 2*
2108300	Sociology*
2103300	World Cultural Geography
2105310	World Religions*
2105340	Philosophy*
2109310	World History
2109315	World History for Credit Recovery
2109320	World History Honors
2109430	Holocaust*
2100330	AP US History
2103400	AP Human Geography
2107350	AP Psychology
2109420	AP World History

**Tier II courses are highlighted*

World Languages

Florida Course Code	Course Title
707000	MJ Chinese Beginning
707010	MJ Chinese Intermediate
701000	MJ French Beginning
701010	MJ French Intermediate
702000	MJ German Beginning
702010	MJ German Intermediate
708000	MJ Spanish Beginning
708010	MJ Spanish Intermediate
711300	Chinese 1
711310	Chinese 2
701320	French 1
701330	French 2
701340	French 3 Honors
702320	German 1
702330	German 2
706300	Latin 1
706310	Latin 2
708340	Spanish 1
708350	Spanish 2
708360	Spanish 3 Honors
717300	American Sign Language I
717310	American Sign Language 2
701380	AP French Language and Culture
708400	AP Spanish Language and Culture

**Tier II courses are highlighted*

MIDDLE SCHOOL ELECTIVES

<i>1508000 – M/J Fitness 6*</i>
<i>1508060 – M/J Comprehensive 6/7*</i>
<i>1508070 – M/J Comprehensive 7/8*</i>
1700060 – M/J Career Research and Decision Making
8000400 – Orientation to Career Clusters*
0101010 – M/J Two-Dimensional Studio Art 1 A*
0101010 – M/J Two-Dimensional Studio Art 1 B*
0102040 – M/J Creative Photography 1 A*
0102040 – M/J Creative Photography 1 B*
0103000 – M/J Digital Art and Design 1 A*
0103000 – M/J Digital Art and Design 1 B*
1301090 – M/J Exploring Music 1 A*
1301090 – M/J Exploring Music 1 B*

**Tier II courses are highlighted. Edgenuity (VIP) teachers only are bold italicized.*

**ATTACHMENT C (cont.)
CURRICULUM PLAN**

CAREER ELECTIVES

0200305 - Computer Science Discoveries
1501380 – Personal Fitness Trainer
<i>1502500 – Sports Officiating*</i>
1700380 – Career Research and Decision Making*
8207310 – Digital Information Technology
8500120 – Personal and Family Finance*
8812110 – Principles of Entrepreneurship
8827110 – Marketing Essentials
8106810 – Agriscience Foundations 1 A*
8106810 – Agriscience Foundations 1 B*
3027010 – Biotechnology I A*
3027010 – Biotechnology I B*
8209100 – Careers in Fashion & Interior Design*
0108310 – Creative Photography A*
0108310 – Creative Photography B*
8800510 – Culinary Arts 1 A*
8800510 – Culinary Arts 1 B*
0800370 – Parenting 1*
8405110 – Early Childhood Education A*
8405110 – Early Childhood Education B*
8006120 – Introduction to Alternative Energy A*
8006120 – Introduction to Alternative Energy B*
8121510 – Introductory Horticulture II A*
8121510 – Introductory Horticulture II B*
8500355 – Nutrition and Wellness*
8500390 - The Principles of Food

GENERAL ELECTIVES

1900300 – Driver Education/Traffic Safety*
0100310 – Introduction to Art History*
0100320 – Art in World Cultures*
0800300 – Health 1: Life Management Skills*
0800310 – Health 2: Personal Health*
<i>0800320 – First Aid and Safety*•</i>
0800330 – Personal, Social, and Family Relationships*
1501300 – Personal Fitness*
1501310 – Fitness for Lifestyle Design*
1502470 – Recreational Activities/Individual Sports*
1502470 – Recreational Activities/Walking Fitness*
1502470 – Recreational Activities – Running*
1503350 – Team Sports 1*
1501340 – Weight Training 1
1700370 – Critical Thinking and Study Skills*
3026010 – HOPE – Core

**Tier II courses are highlighted. Edgenuity (VIP) teachers only are bold italicized.*



**TERMS AND CONDITIONS BETWEEN EDGENUITY INC. AND THE CLAY COUNTY
SCHOOL BOARD, FLORIDA**

These Terms and Conditions govern the provision of products and services as set forth in the applicable Edgenuity quote, customer-accepted proposal, or purchase order (collectively the "Quote," and with these Terms and Conditions, the "Agreement").

1. DEFINITIONS.

- a. **Subscription** refers to Edgenuity's internet based learning management software as a service. The Subscription includes access to the **Licensed Material** (defined below) and **Third Party Services** found at <https://www.edgenuity.com/third-party-terms.pdf>.
- b. **Licensed Material** refers to the Edgenuity products and services specified in the Quote or other agreement, which may include Edgenuity Courseware, audio, video and other content, curriculum, documentation and software including applets and animations.
- c. **Professional Development** refers to all implementation planning, program design, administrative and instructional training, consulting and coaching for education professionals provided by Edgenuity as described in the applicable Quote. Professional Development services are also subject to the additional terms contained in the attached Addendum.
- d. **Instructional Services** refers to services provided by Edgenuity including student access to teachers and coaches, the development and implementation of policies and procedures for purposes of improving student outcomes, and other services as stated in the applicable Quote. Instructional Services are also subject the additional terms contained in the attached Addendum.

2. LICENSE and SERVICES.

- a. **License.** Edgenuity grants Customer a non-exclusive, non-transferable license to access and use Licensed Material for internal educational and training purposes solely for the Subscription as set forth in the Quote. This Agreement provides only Customer and Customer's specifically authorized instructors, administrators, students and parents ("End Users") access to and use of the Subscription solely for internal education- and training-related purposes. License and Service types are listed below:
 - i. **Concurrent License** - provides access to software throughout the Term by all authorized Users based on the number of simultaneous licenses purchased. Total number of users accessing program simultaneous cannot exceed total quantity of licenses purchased.
 - ii. **Reusable License** - provides access to software throughout the Term by all authorized users based on the number of semester course enrollments purchased. Once a course enrollment is disabled or completed, the enrollment license can be reused for that student or another student throughout the contract period.
 - iii. **Single User** - available to a single User identified by name and designated as the sole Student User of the specific license throughout the Term. Licenses cannot be transferred to another User.
 - iv. **Site License** - provides access to software throughout the Term by all authorized Users located in the specific physical site identified on the Price Quote. Must be a traditional brick and mortar educational institution that provides educational services to students at a common physical location. Not available for virtual schools.
 - v. **Virtual School** - a Customer that is (a) a private school licensed by the applicable state where students do not meet physically regularly for learning but where there is a teacher of record available to students enrolled at the institution and much of the learning takes place over the Internet with regular assistance or guidance from the teacher of record or (b) a private tutoring provider that makes available personal attention to each student clients enrolled in a program by faculty of tutoring provider and such services are the primary purpose of enrollment by students Clients; or (c) a public program implemented by School District where students do not meet physically regularly for learning but where there is a teacher of record available to students enrolled at the institution and much of the learning takes place over the Internet with regular assistance or guidance from the teacher of record regularly for learning; and (d) with respect to (a), (b), and (c) a Virtual School is not school that sells licenses or access to Software on a standalone bases or sells license or access to Software to students not actively enrolled in and participating in learning services provided by the private school or tutoring provider.

Licenses are available to access software throughout the Term by authorized Users not to exceed specific quantities stated on Price Quote.

- b. **Services.** If set forth in the Quote, Edgenuity will also provide Professional Development and/or Instructional Services, subject to the additional terms and conditions attached hereto as the Addendum for Instructional Services and Professional Development. Customer's access to any Professional Development or Instructional Services will expire at the end of the Term set forth in the applicable Quote, or if the Subscription is terminated for any reason.
- c. **Edgenuity Technical and Customer Support.** Edgenuity will provide technical and customer support for the Service. Technical support includes system updates and enhancements when generally made available and pushed per Edgenuity's regularly scheduled maintenance. Information on customer support and technical requirements is found at <https://www.edgenuity.com/support/customer-support/>.

3. USE OF SUBSCRIPTION.

- a. **Customer Data and Student Data.** All data and materials uploaded or entered during use of the Subscription by Customer, including student information and student records, remain the property of Customer ("**Customer Data**"). All student-generated content and personally identifiable information about any students ("**Student Data**") shall remain the property of the student, or of the parent or legal guardian of the student. Customer represents and warrants that it has appropriate rights to any Customer Data and Student Data. Customer grants Edgenuity the right to use the Customer Data and Student Data solely for purposes of performing under this Agreement. Students (or Parents or legal guardians of the Student), retain ownership and control of all Student Data that is provided or accessed through Edgenuity's course, and ownership of such Student Data never passes to Edgenuity. During the term of this Agreement, Customer may export Customer Data and Student Data to the extent allowed by the functionality within the Subscription. For training and demonstration purposes, Edgenuity may use and share Customer Data and Student Data, but will share only with supervisors, instructors and other Customer employees who have appropriate authorization.
- b. **Customer Responsibilities.** Customer must (i) keep its passwords secure and confidential; (ii) be solely responsible for Customer Data and all activity in its account; (iii) use commercially reasonable efforts to prevent unauthorized access to its account and notify Edgenuity promptly of any such unauthorized access; and (iv) use the Subscription as described in Edgenuity's written technical guides. Customer authorizes its integrators or other third party vendors and Edgenuity to conduct initial setup and to allow continued access to the Subscription for the sole benefit of Customer. Customer may provide Edgenuity the name and contact information for all third parties authorized by Customer, or necessary for Customer to use the Subscription. Customer is solely responsible for ensuring compliance by its authorized integrators or other third party vendor(s) with all federal, state and local privacy laws and regulations. **EDGENUITY HEREBY DISCLAIMS FOR ALL PURPOSES AND CIRCUMSTANCES ANY RESPONSIBILITY OR LIABILITY FOR USE OF THE PRODUCTS INCLUDING THE CUSTOMIZATION THEREOF.**

4. WARRANTIES and DISCLAIMERS.

- a. **Compliance Warranty & Privacy Policy.** Edgenuity will comply with, and will cause each of its employees, agents, and contractors to comply with, all state, federal and municipal laws and regulations applicable to its performance under this Agreement ("**Applicable Laws**"), including without limitation the Family Educational Rights and Privacy Act ("**FERPA**"), and the Children's Online Privacy Protection Act ("**COPPA**"). Edgenuity's Privacy Policy, which is incorporated by reference into these terms and conditions, contains additional terms regarding Edgenuity's use of and commitment to safeguarding Student Data, and compliance with other student privacy laws. Customers and End Users can find Edgenuity's privacy policy at <http://www.edgenuity.com/Information/Privacy/>. Customer is responsible for providing notice of its own privacy policy to parents of its student and for obtaining any necessary parental consents for students to use the Subscription as may be required by Applicable Law.
- b. **Professional Development and Instructional Services Warranty.** Edgenuity warrants that it will provide Professional Development and/or Instructional Services in a professional and competent manner consistent with the terms of this Agreement and under generally accepted industry standards.
- c. **Edgenuity Service Warranty.** Edgenuity warrants that it will make commercially reasonable efforts to maintain the online availability of the Subscription. **CUSTOMER'S EXCLUSIVE REMEDY AND EDGENUITY'S ENTIRE LIABILITY UNDER THIS WARRANTY WILL BE FOR EDGENUITY TO REPAIR THE NON-CONFORMING SERVICE, OR IF EDGENUITY CANNOT MAKE SUCH REPAIR WITHIN A REASONABLE PERIOD OF TIME, THEN EDGENUITY MAY TERMINATE ACCESS TO THE SUBSCRIPTION AND REFUND A PORTION OF THE FEE.**

- d. **DISCLAIMERS.** THE SUBSCRIPTION IS PROVIDED “AS IS” AND WITH ALL FAULTS. EXCEPT FOR THE ABOVE WARRANTIES, THE SUBSCRIPTION AND ANY PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL SERVICES ARE PROVIDED ON AN “AS-IS” AND “WHEN AVAILABLE” BASIS. EDGENUITY EXPRESSLY DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES CONCERNING THE SUBSCRIPTION AND SERVICES TO THE EXTENT ALLOWED BY LAW, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. THERE IS NO WARRANTY THAT THE OPERATION OR CONNECTIVITY OF THE SUBSCRIPTION WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT THE SUBSCRIPTION WILL BE FREE OF ALL POSSIBLE METHODS OF UNAUTHORIZED ACCESS, ATTACK, OR INTRUSION.
5. **PAYMENT, INVOICING AND TAXES.** Unless otherwise provided in the Quote, Customer will pay the amount of each invoice in accordance with the Prompt Payment Act and in accordance with the purchase order. Except to the extent that Customer provides Edgenuity with a valid tax exemption certificate authorized by the appropriate taxing authority, Customer must pay any taxes, impositions, or other charges imposed or levied by any governmental authority, including any sales, use, value-added, or withholding taxes, in connection with the Quote, excluding Edgenuity income and payroll taxes.
6. **MUTUAL CONFIDENTIALITY.**
- a. **Definition of Confidential Information.** Confidential Information means all non-public information including Personally Identifiable Information (“PII”) as defined by Applicable Law, disclosed by a party (“**Discloser**”) to the other party (“**Recipient**”), whether orally or in writing, that is designated as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances of disclosure (“**Confidential Information**”). Edgenuity’s Confidential Information includes without limitation the Service, its user interface design and layout, pricing information, and the Licensed Material.
- b. **Protection of Confidential Information.** The Recipient must use the same degree of care that it uses to protect the confidentiality of its own confidential information (but in no event less than reasonable care) not to disclose or use any Confidential Information of the Discloser for any purpose outside the scope of this Agreement. The Recipient must make commercially reasonable efforts to limit access to Confidential Information of Discloser to those of its employees and contractors who need such access for purposes consistent with this Agreement and who have signed confidentiality agreements with Recipient no less restrictive than the confidentiality terms of this Agreement.
- c. **Exclusions.** Confidential Information excludes information that: (i) is or becomes generally known to the public without breach of any obligation owed to Discloser; (ii) was known to the Recipient before its disclosure by the Discloser without breach of any obligation owed to the Discloser; (iii) is received from a third party without breach of any obligation owed to Discloser; or (iv) was independently developed by the Recipient without use or access to the Confidential Information. The Recipient may disclose Confidential Information to the extent required by law or court order, but will provide Discloser with advance written notice to seek a protective order.
7. **EDGENUITY PROPERTY.**
- a. **Reservation of Rights.** The content, documentation, software, workflow processes, user interface, designs, know-how and other items provided by Edgenuity as part of the Subscription, any Instructional Services or Professional Development, or in response to Customer requests for customized content are the proprietary property of Edgenuity and its licensors, and all right, title and interest in and to such items, including all associated intellectual property rights, remain only with Edgenuity and its licensors. Customer may not remove or modify any proprietary marking or restrictive legends in the Edgenuity Courseware. Edgenuity reserves all rights unless expressly granted in this Agreement.
- b. **Restrictions.** Customer may not (i) sell, resell, rent or lease the access to the Subscription or use it in a service provider capacity; (ii) use the Subscription to store or transmit infringing, unsolicited marketing emails, libelous, or otherwise objectionable, unlawful or tortious material, or to store or transmit material in violation of third-party rights; (iii) interfere with or disrupt the integrity or performance of the Subscription or attempt to gain unauthorized access to the Subscription or its related systems or networks; (vi) use the Subscription for other than internal Customer educational purposes; (v) reproduce, frame, mirror, modify, translate, enhance, decompile, disassemble, copy, download or reverse engineer the Subscription or modify, create derivative works based on the Subscription; or (vi) access the Subscription to build a competitive service or product, or copy any feature, function or graphic for competitive purposes.
8. **TERM AND TERMINATION.**
- a. **Term.** The Term of this Agreement and Customer’s access to the Subscription, Services, and any instructional Services or Professional Development services will continue for the period indicated on the applicable Quote, unless terminated by Edgenuity for material breach. The term of the Agreement begins and ends on the effective dates stated in the Price Quote for Services (“Term”) and Customer only has the right to use the Products and/or Service during the Term. The Term may be extended for an additional one (1) year renewal term (or other duration stated in the invoice) upon Edgenuity’s issuance of an invoice for extension and either: (a) payment for such invoice by Customer or (b) Customer’s continued accessing and use of the Products and/or Service.

- b. **Funding-Out Clause.** If Customer is a governmental entity receiving federal funds, Customer's payment obligation may be conditioned upon the availability of funds that are appropriated or allocated by the applicable government agency. If funds are not allocated, Customer may terminate this Agreement at the end of the period for which funds are available. Customer must notify Edgenuity in writing within thirty (30) calendar days before termination. Upon termination, Edgenuity will be entitled to a pro-rata portion of the fees for Service performed up to the date of termination.
 - c. **Non-payment of Fees.** Edgenuity may terminate the Agreement and access to the Subscription in a Quote within ten (10) days after Customer receipt of a notice of non-payment of amounts owed under that Quote.
 - d. **Mutual Termination for Material Breach.** Except for 7(b), if either party is in material breach of this Agreement, the non-breaching party may terminate this Agreement at the end of a written thirty (30) calendar day notice and cure period, if the breach has not been cured.
 - e. **Access to and Return of Customer Data and Student Data.** For a period of up to sixty (60) days after termination, upon request, Edgenuity will make the Subscription available for Customer to access and export Customer Data and Student Data. Alternately, Customer may submit a written request to Edgenuity up to sixty (60) days after termination, to request the deletion of Student Data (other than anonymized or de-identified data that may be retained pursuant to Edgenuity's Privacy Policy).
 - f. **Suspension for Violations of Law.** Edgenuity may temporarily suspend the Subscription or remove the applicable Customer Data, or both, if it in good faith believes that, as part of using the Subscription, Customer has violated a law. Edgenuity will attempt to contact Customer in advance.
 - g. **Return or Destroy Edgenuity Materials Upon Termination.** Within sixty (60) days after expiration or termination of this Agreement for any reason, upon request, Customer agrees to return, delete or destroy all proprietary Edgenuity materials provided by Edgenuity. Customer will confirm its compliance with this destruction or return requirement in writing upon request of Edgenuity.
9. **LIABILITY LIMIT.**
- a. **EXCLUSION OF INDIRECT DAMAGES.** EDGENUITY IS NOT LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR RELATED TO THIS AGREEMENT (INCLUDING, WITHOUT LIMITATION, COSTS OF DELAY; LOSS OF DATA, RECORDS OR INFORMATION; AND LOST PROFITS), EVEN IF IT KNOWS OF THE POSSIBILITY OF SUCH DAMAGE OR LOSS.
 - b. **TOTAL LIMIT ON LIABILITY.** EDGENUITY'S TOTAL LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT (WHETHER IN CONTRACT, TORT OR OTHERWISE) DOES NOT EXCEED THE AMOUNT PAID BY CUSTOMER WITHIN THE 12-MONTH PERIOD BEFORE THE EVENT THAT GAVE RISE TO THE LIABILITY.
10. **INDEMNITY.**
- a. Edgenuity will defend or settle any third party claim against Customer to the extent that such claim alleges that Edgenuity technology used to provide the Subscription violates a copyright, patent, trademark or other intellectual property right. Customer must promptly notify Edgenuity of any such claim in writing, cooperates with Edgenuity in the defense, and allow Edgenuity solely to control the defense or settlement of the claim. If such a claim appears likely, then Edgenuity may modify the Subscription, procure the necessary rights, or replace the infringing part of the Subscription with a functional equivalent. If Edgenuity determines that none of these are reasonably available, then Edgenuity may terminate the Subscription and refund any prepaid and unused fees. Edgenuity has no obligation for any claim, in whole or in part, arising from information, items or technology not provided by Edgenuity or for any third party services not owned by Edgenuity. THIS SECTION CONTAINS CUSTOMER'S EXCLUSIVE REMEDIES AND EDGENUITY'S SOLE LIABILITY FOR INTELLECTUAL PROPERTY INFRINGEMENT CLAIMS.
 - b. To the extent permitted under Applicable Law, each party will defend, indemnify and hold harmless the other party from and against any third party claims, injuries, losses, damages, settlements, penalties, fines, costs, or expenses (including reasonable attorneys' fees) that arise from or relate to (i) the indemnifying party's negligence, misconduct or breach of this Agreement; and (ii) an indemnifying party's violation of Applicable Law.
11. **OTHER TERMS.**
- a. **Governing Law.** If Customer is a public school or district or other state or municipal governmental agency, this Agreement will be governed by the laws of the state where the Customer resides, excluding any conflict of law principles. Otherwise, this Agreement will be governed by the laws of the state of Florida.
 - b. **Entire Agreement and Changes.** These Terms and Conditions (and any Attachments) and the Quote constitute the entire agreement between the parties and supersede any prior or contemporaneous negotiations or agreements, whether oral or written, related to this subject matter. The Parties may modify this Agreement only by written agreement signed

by both parties.

- c. **No Assignment.** Neither party may assign or transfer this Agreement or a Quote to a third party, except that this Agreement with all Quotes may be assigned, without the consent of the other party, as part of a merger or sale of all or substantially all the assets of a party.
- d. **Independent Contractors.** The parties to this Agreement are independent contractors, and this Agreement does not create any partnership, joint venture, employment, franchise, or agency between the parties. Neither party will have the power to bind the other or incur obligations on the other's behalf without the other's prior written consent.
- e. **Feedback.** By submitting ideas, suggestions or feedback to Edgenuity regarding the Subscription, Customer agrees that items submitted do not contain confidential or proprietary information; and Customer grants Edgenuity an irrevocable, unlimited, royalty-free and fully-paid perpetual license to use such items for any business purpose.
- f. **Enforceability and Force Majeure.** If any term of this Agreement is invalid or unenforceable, the other terms remain in effect. Except for the payment of fees, neither party is liable for events beyond its reasonable control, including, without limitation force majeure events, failure of Internet services, any third party service and telecommunications services.
- g. **Money Damages Insufficient.** Any breach by a party of this Agreement or violation of the other party's intellectual property rights could cause irreparable injury or harm to the other party. The other party may seek a court order to stop any breach or avoid any future breach.
- h. **No Additional Terms and Order of Precedence.** This Agreement supersedes any additional or conflicting terms of any Customer form-purchasing document. If there is an inconsistency between these Terms and Conditions and any Quote, the Quote will prevail only with respect to pricing, duration and service specific terms.
- i. **Survival of Terms.** Sections 5 through 10, 11(a) (c) (g) (h) and (i) shall survive termination of this Agreement.

IN WITNESS WHEREOF, the Parties have entered into this Agreement effective as of the Effective Date.

Customer:	Edgenuity Inc. DocuSigned by:
Signature:	Signature: <i>Sari Factor</i>
Printed Name:	Printed Name: Sari Factor
Title:	Title: CEO
Date:	Date: 6/5/2020
Address:	Address: 8860 East Chaparral Road, Suite 100 Scottsdale, AZ 85250

Addendum for Instructional Services & Professional Development

1. **APPLICABILITY.** These additional terms and conditions apply if the Quote includes the purchase of Instructional or Professional Development Services from Edgenuity. In the event of a conflict between these additional terms and the Edgenuity Standard Terms and Conditions, these additional terms shall control, but solely with respect to the provision of Instructional and/or Professional Development Services.
2. **CUSTOMER LIAISON.** Customer will designate an individual to serve as its primary liaison to Edgenuity for all communications related to the provision of Instructional and Professional Development Services, setting up access for End Users, and use of the Subscription.
3. **HOURS OF AVAILABILITY.** Edgenuity Instructional and Professional Development Services will be available during the business hours specified by Edgenuity, or if Customer requires Instructional Services for certain times or additional hours, such requirements must be specified in the Quote prior to the beginning of the Subscription. Requests for access to Instructional or Professional Development Services not already provided for in the Quote must be made or approved by the Customer Liaison, and may result in additional charges.
4. **NO GUARANTY OF OUTCOMES.** Edgenuity cannot make any guarantees, representations or warranties as to any student, teacher, or other End User outcomes or results from the Instructional or Professional Development Services.
5. **INSTRUCTIONAL SERVICES.** If specified in the Quote, Edgenuity will provide virtual access to teachers or coaches (or both) ("Edgenuity Instructors") who are hired, trained, supervised, and paid by Edgenuity, and who will assist in the virtual delivery of the Licensed Material to students and their use of the Subscription (the "Virtual Programs"). Customer is responsible for (a) providing secure internet access for End Users to use the Virtual Programs; (b) all day-to-day management of the Virtual Programs, subject in all cases to compliance with Applicable Law and Customer policies; (c) obtaining all necessary consents for the provision of Instructional Services where they will involve direct contact between Edgenuity Instructors and students and parents; (d) determining appropriate student courses and verifying student schedules; (e) monitoring student attendance and ensuring compliance with applicable state requirements; and (f) assisting students not making adequate progress.
 - a. **Instructor Requirements.** Customer shall be responsible for advising Edgenuity of any special certification, training, background checks, insurance, fingerprinting or similar requirements for the Edgenuity Instructors as may be imposed by Applicable Law ("Instructor Requirements"). Edgenuity shall be solely responsible for all decisions regarding hiring, supervision, discipline, and dismissal of Edgenuity Instructors, and for ensuring that all Edgenuity Instructors meet and comply with Instructor Requirements.
 - b. **Exceptional Student Services.** If Customer is a public entity receiving federal funds, Customer is considered the "Local Educational Agency," or LEA, as that term is defined by Applicable Law, and Customer is solely responsible for the provision of any special education services. Edgenuity's services do not include (i) providing special education services; (ii) creating, implementing or providing Individualized Education Programs (IEP); (iii) providing reasonable accommodations or any services to insure compliance with the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), section 504 of the Rehabilitation Act, or any other Applicable Law. Notwithstanding the foregoing, Edgenuity will discuss, formulate and make reasonable adjustments and accommodations in furtherance of student IEPs or reasonable accommodations established by Customer, provided that Customer provides necessary IEPs and section 504 documentation to Edgenuity. Customer shall be solely responsible for the costs of any required adjustments or accommodations.
 - c. **State Testing.** Customer is responsible for providing appropriate accommodations for the administration of any state-mandated standardized testing by End Users. Customer is also responsible for receiving, distributing, administering, proctoring and returning all state mandated standardized tests under applicable state law, policies and procedures.
 - d. **Reporting and Withdrawal of Students/End Users.** Where reporting of student results is required by Applicable Law, Customer shall be responsible for insuring the accuracy and completeness of student information used, relied upon, or reported by Edgenuity in providing the Instructional Services, and shall promptly notify Edgenuity if any student information needs to be corrected or updated. Upon notice to Customer, Edgenuity reserves the right to withdraw End User access for students who fail to take required tests or maintain adequate progress.
6. **PROFESSIONAL DEVELOPMENT SERVICES.** If included in the Quote, Edgenuity may also provide Professional Development Services, ("PD Services") which may include training and instruction to Customer's instructors and administrators on the implementation and use of the Subscription, curriculum workshops, use of student information to monitor progress, and other related topics as may be specified in the Quote. Customer shall be solely responsible for providing necessary equipment and secure internet access to facilitate the PD Services, and for scheduling the PD Services at least two (2) weeks in advance.
 - a. **Charges for PD Services.** Before delivering Professional Development Services, Edgenuity must receive a signed Quote

specifying the number of hours included and the cost of the services provided, and all necessary setup and implementation services required to demonstrate and use the Subscription must be completed. PD Services will be available for use by Customer only during the Term of the Subscription. PD Services purchased but not scheduled and delivered within the first year of the Term may be forfeited without notice. If there are any changes or cancellations of PD services less than 72 hours prior to the scheduled delivery date, Customer agrees to reimburse Edgenuity for travel and other out-of-pocket expenses incurred. The Parties must document in writing and sign any grace periods or extension of time for delivery of PD Services.

- b. Use of Customer's Facilities.** If Edgenuity will be providing any PD Services at Customer's premises, Customer shall advise Edgenuity in advance of any Instructor Requirements for Edgenuity personnel, and Edgenuity will be responsible for insuring that all Professional Development personnel meet and comply with all such requirements.
- 7. NO UNAUTHORIZED RECORDING OR REPRODUCTION.** All content delivered by Edgenuity as part of Instructional or PD Services are the property of Edgenuity, and customer may not record, reproduce or copy such content without Edgenuity's express written authorization.

DRAFT



Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
877-725-4257

Price Quote for Services
CLAY COUNTY SCHOOL DISTRICT
Green Cove Springs FL
Quote Number 153884
Total \$0.00
Date 4/22/2020

Payment Schedule

Contract Start
7/1/2020

Contract End
6/30/2021

Site	Description	Comment	End Date	Per Unit Cost	Qty	Cost
	IS - District (Partner Teacher) semester Tier I course, with SMS text messaging		06/30/2021	\$43.00	1	\$43.00
	IS - District (Partner Teacher) semester Tier II course, with SMS text messaging		06/30/2021	\$76.00	1	\$76.00
	IS - Teaching (Edgenuity Teacher) service, semester AP (Advanced Placement) course. Includes any required AP materials.		06/30/2021	\$325.00	1	\$325.00
	IS - Teaching (Edgenuity Teacher) service, semester course (AP Courses excluded)		06/30/2021	\$225.00	1	\$225.00

1. CLAY VIRTUAL ACADEMY

Site	Description	Comment	End Date	Per Unit Cost	Qty	Cost
	Items billed per terms in the agreement		Invalid date	(\$669.00)	0	\$0.00

1. CLAY COUNTY SCHOOL DISTRICT

Subtotal \$0.00

Total \$0.00

Edgenuity will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Edgenuity will invoice the customer for the additional usage.

This quote is subject to the attached Virtual Instruction Agreement between Edgenuity Inc. and the Clay County School District ("Terms and Conditions"). These Terms and Conditions are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent.

If this Quote includes any Sophia® Learning Inc. courses for purchase, the following language applies to any such purchase: "Use of any Sophia course is prohibited for all students under the age of 13 years."

CLAY COUNTY SCHOOL DISTRICT

Signature: _____

Print Name: _____

Title: _____

Date: _____

Edgenuity Inc. Representative

D. Greg Guy, Ed.S.
850.445.5617
greg.guy@edgenuity.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.

PURCHASING CONDITIONS

1. The School Board of Clay County (SBCC) purchase order number shall appear on each invoice, delivery papers, bills of lading, packages and/or correspondence.
2. Original invoices shall serve as the SBCC basis for payment.
3. All deliveries are to be F.O.B. destination unless otherwise specified.
4. Do not back order without prior approval.
5. C.O.D. orders shall not be accepted - including freight charges.
6. Equipment, materials, supplies and/or services delivered on this order shall be subject to inspection and test upon receipt, and if rejected, shall remain the property of the vendor.
7. The SBCC issues payments in accordance with the Florida Prompt Payment Act, Florida Statutes, Chapter 218.
8. BACKGROUND INVESTIGATION: Any employee, principle, or agent of the contractor, vendor, entity or service provider which is a party to this agreement shall, prior to being permitted access to school grounds when students are present or being allowed direct contact with students or being granted access to or control of school funds, submit to and pass Level II background screening requirements or otherwise meet the requirements of and be bound by the terms of Florida Statutes 1012.465, 1012.467 or 1012.468. The cost of screening shall be the responsibility of the vendor, contractor, service provider and not the SBCC.
9. All transactions contemplated by this purchase order shall be governed by, and construed and enforced in accordance with, the laws of the State of Florida without regard to principles of conflicts of laws. Venue for any action arising in regards to this purchase order shall be in the state courts located in Clay County, Florida.

NOTICE: REQUIREMENTS WHEN USING FEDERAL FUNDING:

This purchase order constitutes a contract. Upon acceptance of a purchase order, the vendor certifies that their firm meets and agrees to the following provisions which shall become a part of the contract:

PARTIES RECEIVING PAYMENT VIA PURCHASE ORDER ISSUED BY THE SBCC FOR GOODS AND/OR SERVICES SHALL BE SUBJECT TO ALL REMEDIES ALLOWED BY LAW FOR ANY DEFAULTS, BREACHES, VIOLATIONS OR OTHER FAILURES TO PERFORM AS AGREED WHETHER OR NOT AN EXPRESS WRITTEN AGREEMENT EXISTS FOR THE PROVISION OF SUCH GOODS AND/OR SERVICES.

FISCAL NON-APPROPRIATIONS CLAUSE: In the event sufficient budgeted funds are not available for a new fiscal period, the purchasing department shall notify the vendor of such an occurrence and this contract shall terminate on the last day of the current fiscal period without penalty or expense to the SBCC.

ACCESS TO RECORDS: (34 CFR 80.36 (j)(10)): All vendors, contractors and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the vendor which is directly pertinent to this specific contract for the purpose of making audit, examination, excerpts and transcriptions.

RECORDS RETENTION: (34 CFR 80.36 (j)(11)): All vendors, contractors and subcontractors must retain all records pertaining to this contract for three (3) years after the SBCC makes final payments and all other pending matters are closed.

CLEAR AIR ACT: (34 CFR 80.36 (j)(12)): All vendors, contractors and subcontractors must comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 11857 (h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15). (Applies to contracts, subcontracts and sub-grants of amounts in excess of \$100,000).

ENERGY EFFICIENCY: (34 CFR 80.36(j)(13)): All vendors, contractors and subcontractors must comply with mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (pub. L. 94-163, 89 Stat.871).

SUSPENSION AND DEBARMENT: In accordance with the United States Office of Management and Budget (OMB) Circular A-133 regarding procurement contracts equal to or exceeding \$25,000, vendors, contractors and subcontractors certify they are not listed on the Excluded Parties Listing System (EPLS) issued by the General Services Administration (GSA).

EQUAL EMPLOYMENT OPPORTUNITY: (34 CFR 80.36(i)(3)): All vendors, contractors and subcontractors must comply with Executive Order 11246 of September 24, 1965, entitled "Equal Employment Opportunity" as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor regulations (41 CFR chapter 60). (Applied to all construction contracts awarded in excess of \$10,000 by the district and their contractors or sub-grantees).

COPELAND "ANTI-KICKBACK" ACT: (34 CFR 80.36(i)(4)): All vendors, contractors, and subcontractors must comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFR part 3). (Applies to all contracts and sub-grants for construction or repair).

DAVIS-BACON ACT: (34 CFR 80.36(i)(5)): All vendors, contractors and subcontractors must comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a-7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of \$2,000 awarded by grantees and sub-grantees when required by Federal grant program legislation). (Applies to construction contracts in excess of \$2,000 awarded by the district and sub-grantees when required by Federal grant program legislation).

CONTRACT WORK HOURS & SAFETY STANDARDS ACT: (34 CFR 80.36(i)(6)): All vendors, contractors and subcontractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor regulations (29 CFR part 5). Applies to all construction contracts awarded by the district and sub-grantees in excess of \$2,000, and in excess of \$2,500 for other contracts which involve the employment of mechanics or laborers).

CANCELLATION/TERMINATION: (34 CFR 80.36(i)): For all purchases involving Federal funds in excess of \$10,000, the SBCC reserves the right to terminate this contract for cause, as well as for convenience, by issuing a certified notice to the vendor. If terminated, the SBCC shall be responsible only for goods and services already delivered to it on the date of such termination and shall not be responsible for any consequential damage, future damages or damages caused by lost profits, inconvenience or overhead expense to the vendor.

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C9 - Agreement between the School Board of Clay County and AMI Kids

Description

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

For the 2020-21 contract, language has been added that deals with any possibility of Clay High School needing portable space due to growth. In addition, for the 2021-22 year, an analysis will be done in order to determine monthly charges for the space.

Gap Analysis

Although the program has only been in Clay County for 4 1/2 years, the district monitors the program and their intervention strategies in order to yield positive results in the areas of academics, social behavior, and the number of students who successfully return to their home school.

Previous Outcomes

The program will be completing data in the next month. Due to the shutdown of schools, this information is not available.

Expected Outcomes

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

Strategic Plan Goal

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

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

Recommendation

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

Contact

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

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

Financial Impact

\$340,000 (Clay County allocates 85% of an FTE to AMI Kids)

Review Comments

Attachments

DRAFT

✓ APPROVED

200135



CONTRACT REVIEW FORM

BOARD MEETING DATE:

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

Date Submitted: 5/19/2020

Name of Contract Initiator: Michael Wingate - 336-6718 Email: michael.wingate@myoneclay.net
Telephone Number:
School/Department Submitting Contract: C+I

Vendor Name: AMT Kids

Contract Title: Agreement Between the School Board of Clay County and AMT Kids

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐
Date Original Contract Approved:

Prior Year's Pricing:

Contract Term: 1-year 2020-21

Renewal Option(s):

Contract Cost: \$340,000

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

monthly - AMT receives 85% of an FTE - 54 FTE for 2019-20

Funding Source:

Strategic Plan Tie-in Explanation:

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

Additional Information: Additional language was added to the agreement (17c and 17d) that will increase rental space in 2021-22.

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE:

- Completed Contract Review Form
- SBAO Template Contract or other Contract
- SIGNED Addendum A (if not an SBAO Template Contract)*

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

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

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

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

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

Workers' Compensation = \$100,000 Minimum

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

SBAO
RECEIVED
6/1/20

REVIEWED BY:

School Board Attorney: 6/8/20 (CIB)

Review Date:

PLEASE ADDRESS COMMENTS BELOW:

Make change noted in yellow
Added to Page 8

Other Department: Purchasing

Review Date: 5/27/2020

Other Department:

Review Date:

New Terms listed on page 6 (17c+d)
Statement Highlighted on page 4 of Addendum A
Should be on the Original Agreement ✓ Done
Previous Contracts 200003, 190051
didn't have 17c+d

Bryce Ellis
Knows per
Wingate

MAY 18 2020

PURCHASING

AGREEMENT BETWEEN THE SCHOOL BOARD OF CLAY COUNTY AND AMI KIDS
Dba AMIKIDS CLAY COUNTY, INC.

This Agreement, made and entered into this July 1, 2020, by and between THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, hereinafter referred to as the "BOARD," and AMIKIDS CLAY COUNTY, INC., to provide community-based, gender specific prevention and intervention services for boys in Clay County, Florida to be provided by AMIKIDS, Inc. at Clay High School, 2025 FL-16, Green Cove Springs, FL. 32043.

WITNESSETH:

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

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

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

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

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

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

Services: ESE Specialist, Administrative Support; and Testing Coordinator.

3. The BOARD will pay AMIKIDS 85% of applicable funds generated through the Florida Education Finance Program (FEFP) by eligible students enrolled at AMIKIDS for the period beginning July 1, 2020 and ending June 30, 2021. Initial BOARD payments will be based on AMIKIDS share of an estimated number of students (44) in attendance, for the 2020-21 year, divided into 12 monthly payments. If the number of students in attendance is below the maximum of "44" referred to in "Section 1," payments will be adjusted accordingly based on the actual number of enrolled students. AMIKIDS agrees that a student is in membership when he is officially assigned to a course or program by AMIKIDS. To be reported for funding each student must be enrolled and scheduled appropriately in the FOCUS system. Payments will be made monthly by the 10th of each month upon receipt of invoices from AMIKIDS. The balance of the remaining AMIKIDS share and ongoing monthly payments will be adjusted based on actual FTE at the time of each respective FTE survey. Should an audit indicate that a funding adjustment is necessary and an over-payment of FEFP has been made to the AMIKIDS program for whatever reason, AMIKIDS shall be liable for and shall indemnify the District for any repayment of funds it has received.
4. AMIKIDS will provide transportation for students, in which case, AMIKIDS shall be entitled to state and federal reimbursement for travel costs for such transportation. AMIKIDS will submit in a timely manner the required transportation documentation to the District's Transportation department for each survey to include Survey 2 (October), Survey 3 (February) and Survey 4 (June). The BOARD will submit to the state the transportation FTE for AMIKIDS students and issue payment to AMIKIDS as part of the monthly FEFP payment in paragraph 3 above. Keystone Heights students will be transported to and from AMIKIDS campus through the Clay County School District with a specific assignment vehicle. The driver will be provided through the Clay County School District. AMIKIDS Clay County will not be eligible to collect FTE transportation funds for these specific Keystone Heights students or any students transported by the BOARD services.
5. AMIKIDS shall provide a program of education, training, and related gender-specific services to the referred students based in an experiential education model designed to increase hands-on educational opportunities, encourage appropriate masculine identity development and effect positive behavior change that may include regular physical activities and Clay County Schools approved field trips and other extracurricular activities. AMIKIDS will be responsible for the supervision and control of the students while in their educational program on the Clay High School campus and any other school sites. The program will provide the District with a copy of the rules and procedures they utilize for classroom management.

6. AMIKIDS shall be staffed by qualified personnel as defined in FAC 6A-1.0503, 6A-4.003, 6A-1.050 and 6A-4.004. AMIKIDS shall employ three Florida certified teachers. AMIKIDS will provide the District certification documentation for each member of its instructional staff. AMIKIDS certified teachers shall be responsible for the supervision of instructional activities and must certify mastery of student performance objectives of courses for credit towards a standard high school diploma. The teachers will be responsible for District reports and procedures typically required of the BOARD's teachers at dropout prevention programs. AMIKIDS teachers will be eligible to attend and receive credit for professional development and trainings conducted by the BOARD at no additional cost to AMIKIDS.
7. If AMIKIDS certified teachers are absent, substitutes will be assigned using Clay County School Board's automated substitute system. The cost of substitutes provided by the BOARD will be paid by AMIKIDS. The BOARD will deduct the cost of the substitutes utilized from the monthly FEFP payment. The BOARD will provide AMIKIDS with the substitutes' names, dates utilized, and daily cost at the time of each deduction.
8. AMIKIDS shall have final authority regarding the placement of any male in the program based on AMIKIDS' intake assessment and screening.
9. AMIKIDS will accurately report student enrollment to the BOARD as required in s. 1011.62, F.S., and in accordance with the definitions in s. 1011.61, F.S., at the agreed upon intervals and using the method used by the BOARD when recording and reporting cost data by program. The BOARD agrees to include AMIKIDS enrollment in the BOARD's district report of student enrollment. AMIKIDS shall provide all required information within the same schedule required for all other of the BOARD's schools.
10. The BOARD will utilize its existing automated reporting system to collect data required for various reports required by the Department of Education. The data elements shall include but not be limited to, the following:
 - a. Demographic information
 - b. ESE data
 - c. Grade level assignment
 - d. Required health information
 - e. Required discipline codes/incident data
 - f. Daily attendance
 - g. Transportation
 - h. Student schedule
 - i. Teacher demographics
 - j. Master schedule
 - k. ESOL migrant codes
 - l. Grades/grading period/grading scale
 - m. ERW (entry, withdrawal information)

- n. Test scores
 - o. Academic history and transcripts, and
 - p. Student lunch information as required
11. AMIKIDS shall maintain student records in accordance with State requirements for Dropout Prevention/Department of Juvenile Justice Programs, as well as the information for data reporting requirements requested by the BOARD and State and Federal agencies, and shall communicate and exchange appropriate student information in a manner consistent with FLorida Statutes, rules and professional ethics. AMIKIDS will notify any students who file intent to terminate school enrollment of the option of enrolling in a program to attain the GED. In addition, upon a student's withdrawal from the program or upon completion of the program, AMIKIDS will award credits and grades earned and issue a final cumulative transcript.
12. The BOARD (The Clay County Food and Nutrition Services Department) will provide all students with breakfast and lunch beginning on August 11, 2020 based on their approved status for the current school year. AMIKIDS will reimburse the BOARD (The Clay County Food and Nutrition Services Department) at the current approved rate (see below for rates). The BOARD (The Clay County Food and Nutrition Services Department) shall invoice AMIKIDS once monthly for meals provided throughout the contract period of July 1, 2020-June 30, 2021. For the summer months, meals will be prepared at an off campus location and delivered to AMIKIDS at Clay High School. During the academic school year, meals will be prepared at Clay High School's central kitchen. Breakfast and lunch will be packaged in approved containers and delivered to the approved location. A student roster will be used to account for the meals and to comply with USDA Federal reimbursement regulations. Menus will be developed monthly to include a combination of both hot and cold choices.

Full pay - Secondary Breakfast: \$1.50
Reduced Breakfast: \$.30

Full pay - Secondary Lunch: \$2.50
Reduced Lunch: \$.40

13. No student under the age of sixteen (16) may be terminated from the program until an alternative educational placement has been determined. Alternative educational placement shall be determined by the BOARD within ten (10) business days following notification by AMIKIDS that a student is to be removed from placement. Students sixteen (16) years of age or older who desire to withdraw without a next school placement or diploma must 1) meeting in person with BOARD's Dropout Prevention Office staff regarding the proposed withdrawal; and 2) have a Student Declaration of Intent to Terminate School Enrollment form signed by a parent or guardian prior to their withdrawal. If the Student Declaration of Intent to Terminate School Enrollment is not signed, the student will be assigned to an alternative educational placement by the BOARD in accordance with the procedure. AMIKIDS will follow procedures in Board policy.

14. The BOARD will provide access to online instructional programming, including Clay Virtual School, Edgenuity, Achieve 3000 and computer hardware or other online curriculum programs adopted by the District for the purpose of student instruction at no cost to AMIKIDS. Students assigned to AMIKIDS may utilize online courses in a significant capacity. AMIKIDS shall utilize academic and vocational assessments approved by the FDOE that are age appropriate and administered according to publisher's guidelines, and will notify the District of which assessment is being used.
15. AMIKIDS agrees to comply with Florida Statutes, applicable State Board of Education Rules, and federal legislation including but not limited to the Civil Rights Act of 1964 as amended; Section 504 of the Rehabilitative Act of 1973, amended; Title IX of the Education Amendment Act of 1974; and the Individual with Disabilities Act. In the event AMIKIDS violates any State Law, FDOE rule, District policy, and/or other covenant set forth herein, and said violation results in a loss of funding to the District, AMIKIDS shall reimburse the District for the full amount of the loss. This provision shall remain in force, even if the contract is terminated, for a period of three (3) years or until all state audits are conducted, whichever occurs first.
16. The staff of the BOARD will be permitted to review the program provided by AMIKIDS and procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of this contract. In addition, AMIKIDS agrees to develop a Transition Plan for each student upon entry. The Transition Plan must include academic reentry goals, career and employment goals, and the recommended next educational placement. AMIKIDS will have an "Exit Portfolio" for all students which will contain, at a minimum, all the academic records of credits earned, entry/withdrawal information, grades in progress, schedule, IEP, assessments, examples of student's work, and any other agreed upon documents.
17. BOARD agrees to provide classroom space, furniture and equipment - based on a basic Junior High/High School classroom furniture list - for the teachers and students participating in the school program, as well as space for confidential counseling, staffing and evaluation. AMIKIDS will host this program at Clay High School, but may move the program so long as BOARD's Superintendent provides prior written consent, which consent shall not be unreasonably withheld. AMIKIDS shall be responsible in the case of damage or loss of District property. AMIKIDS will reimburse the BOARD the cost of the following:
 - a. Custodial costs and supplies for the portables associated with AMIKIDS yearly costs - \$3,864.60;
 - b. Use of facilities - 5 BOARD portables (yearly costs) at \$3,250 per month, equaling \$39,000 for the school year (billed quarterly);

- c. It is of both parties understanding that if Clay High School or the District determines the need of an additional portable(s) that is currently assigned to the AMIKIDS program, the BOARD is within its rights to reassign the portable(s) to the Clay High School usage. This decision will be based on the overall enrollment of the school and class sizes. At the conclusion of each school year, or as early as possible, the District will determine these numbers so as to inform AMIKIDS of the status of the portable(s). If it is determined by District officials that a portable or portables will need to be reassigned, AMIKIDS has the option or 1) remaining at Clay High School but will cover the current costs of moving a portable or portables to the site and all associated costs or, 2) seeking other sites for location of the program;
- d. At the conclusion of the 2020-21 school year, the District will do a market analysis of the commercial rental property in the county based on the amount of square footage that is being currently utilized by AMIKIDS at the current site. The District staff will then set the yearly costs associated with the square footage being requested by the AMIKIDS program and this will be the amount charged to AMIKIDS for the next school year.
18. AMIKIDS is responsible for meeting applicable safety, health, and sanitation standards of authorized state and local agencies.
19. As AMIKIDS is a co-occupant on the campus of Clay High School, Clay County School Board will provide the use of their proper safety officer personnel. This is in response to the Marjory Stoneman Douglas High School Public Safety Act which states that "each district school board and school district superintendent with law enforcement agencies to assign one or more safe-school officers at each school facility. The safe-school officer requirement can be satisfied by appointing any combination of a school resource officer, a school safety officer, or a school guardian." This service will be provided as defined in this statute without additional cost or contractual obligation to AMIKIDS.
20. The BOARD and AMIKIDS will collaboratively develop a School Safety Plan. The plan will include provisions for ensuring the safety of educational personnel, students and BOARD equipment.
21. AMIKIDS, its officer, agents, employees and subcontractors, shall comply at all times during the term of the Agreement at AMIKIDS' own cost with the background screening requirements of Sections 1012.32(2), 1012.465, and 1012.56, F.S. (2014), as applicable, and to follow applicable District procedures for compliance with such laws. The procedures are available for viewing at the BOARD's website, by clicking on "Business," then "Vendors," and then "Jessica Lunsford Act." A printed version may be obtained from the District contact listed in this Agreement.
22. AMIKIDS shall draft a calendar, containing a minimum of 250 days of instruction, for submission to the administrator of dropout prevention services by July 1 for the contract year beginning July 1, 2020. AMIKIDS must notify the administrator of dropout prevention services any deviation from this calendar. Any emergency cancellation of

must be done in coordination with the administrator of dropout prevention services or designee.

23. In the event that the BOARD and AMIKIDS are unable to agree upon a function not specified in this agreement, the Executive Director and the District Dropout Prevention Administrator will attempt to resolve any differences which may arise under this agreement. In the event such differences cannot be resolved between the personnel described herein, any such disagreement shall be submitted to the Assistant Superintendent of Curriculum and Instruction and the Regional Director of AMIKIDS for resolution.
24. Neither party shall assign this agreement, however, it may be modified in writing by the parties/ mutual consent.
25. This agreement shall be effective July 1, 2020, for the school year 2020-2021, and shall terminate June 30, 2021. Either party may terminate this agreement by giving sixty (60) days' notice, in writing, to the other party. It is further agreed that a substantial breach of any section of the agreement shall be the basis for immediate termination upon no less than twenty-four (24) hours written notice. Such notice shall be delivered by certified mail, return receipt requested, or in person with proof of delivery. This Cooperative Agreement between the School Board of Clay County, Florida and the Department of Juvenile Justice dated June 14, 2011. The Cooperative Agreement states eleven (11) requirements of P.L. 107-110, Section 1425, which are incorporated herein by reference and made a part hereof.
26. The parties agree to be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages proximately caused thereby; provided, however, the parties agree that BOARD's liability is subject to the monetary limitations and defenses imposed by Section 768.28, Florida Statutes. Nothing herein is intended to serve as a waiver of sovereign immunity by BOARD, nor shall anything herein be construed as consent by BOARD or AMIKIDS to be sued by any third party for any cause or matter arising out of or related to this Agreement.
27. AMIKIDS is an authorized provider of services through the Department of Juvenile Justice to provide educational programs and related services for students eligible for the program under State Board of Education Rule 6A-6.05281 and Florida Statute 1003.52.
28. Required Insurance. Without limiting any of the other obligations or liabilities of AMIKIDS, the program will (and shall also require of any of its subcontractors), at their sole expense, procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth herein. Except as may be otherwise expressly specified in documents provided to AMIKIDS, the insurance shall commence

At or prior to the execution of this contract by the District and shall be maintained in force throughout the term of this Contract. AMIKIDS will provide to the Board a "Certification of Insurance" each year showing the minimum levels of insurance provided by insurers that meet or exceed an "A" rating by the District. In addition, AMIKIDS will list SBCC as certificate holders and "additionally insured."

*** The Terms of Addendum "A" are incorporated herein and control in the event of conflict. Addendum "A" is final word. EJB*

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

Witnesses Agreement

AMIKIDS Clay County and the School Board of Clay County, FL

By: _____
SBCC Chair

Attest: _____

Approved as to for:

By: _____
Executive Director, AMIKIDS Clay County Vice-President, AMIKIDS

Executive Vice-President, AMIKIDS

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

Witnesses Agreement

AMIKIDS Clay County, Inc. and the School Board of Clay County, FL

_____ By: _____
SBCC Chair

_____ Attest: _____

Approved as to for:


Board Chair, AMIKIDS Clay County, Inc.

DRAFT

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

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

1. INDEMNIFICATION

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

2. INSURANCE

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

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

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

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

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

3. RESERVATION OF SOVEREIGN IMMUNITY

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

4. GOVERNING LAW AND VENUE

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

5. LEVEL II BACKGROUND SCREENING

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

6. INDEPENDENT CONTRACTOR

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

7. PUBLIC RECORDS

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

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

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

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

8. STUDENT RECORDS

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

9. PAYMENT TERMS AND CONTINGENCIES

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

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

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

10. 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 STATED.

Signature: _____

Printed Name: _____

Title: _____

Date: _____



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

12/4/2019

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

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

PRODUCER Arthur J. Gallagher Risk Management Services, Inc. 101 S. Main St. Ste 200 P.O. Box 140 Decatur IL 62525	CONTACT NAME: Matt Frye PHONE (A/C, No, Ext): 813-887-3300 FAX (A/C, No): 813-889-8092 E-MAIL ADDRESS: msf@amkids.org
INSURED AMIKids Clay County, Inc. 2025 State Road 16 W Green Cove Springs, FL 32043	INSURER(S) AFFORDING COVERAGE INSURER A: Travelers Property Casualty Co of America A++ 25674 INSURER B: Charter Oak Fire Insurance Company A++ 25615 INSURER C: Landmark American Insurance Company A+ 33138 INSURER D: Lloyd's Synd 623 (Beazley Furlonge Ltd) A INSURER E: INSURER F:

COVERAGES

CERTIFICATE NUMBER: 557613156

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
D	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input checked="" type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Prof Liab Includ <input checked="" type="checkbox"/> Sex. Mls \$1.0MEa GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		W297B6190101	12/1/2019	12/1/2020	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$100,000 MED EXP (Any one person) \$5,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$3,000,000 PRODUCTS - COMP/OP AGG \$3,000,000 Incl Nurse Prof. \$1.0M/3.0M COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Medical Payments \$ \$10K EaPers/Acc
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> MedPay \$10K <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY		TC2JCAP1108L423	9/1/2019	12/1/2020	EACH OCCURRENCE \$2,000,000 AGGREGATE \$2,000,000 In xs Ea Claim-\$1M \$In xs of Agg \$3M
C	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB DED RETENTION \$	<input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> CLAIMS-MADE	LHZ779512	12/1/2019	12/1/2020	EACH OCCURRENCE \$2,000,000 AGGREGATE \$2,000,000 In xs Ea Claim-\$1M \$In xs of Agg \$3M
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N N/A	TC20UB1102L676	9/1/2019	12/1/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE - EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000
D	Sexual Misconduct		W297B6190101	12/1/2019	12/1/2020	Ea. Occ/Agg \$1.0M/\$1.0M

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

Certificate holder, their employees, elected officials, and board members are named as additionally insured on the above policies as their interests may appear.
for more info please contact Matt Frye, Dir. Risk Mgt., AMIKids, Inc., 813-887-3300 or msf@amkids.org

CERTIFICATE HOLDER

CANCELLATION

Clay County School Board 900 Walnut Street Green Cove Springs FL 32043 United States	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Clay County School Board</i>
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EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)

5/22/2019

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

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

PROPERTY INFORMATION

LOCATION/DESCRIPTION
Insured Locations

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

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

REMARKS (Including Special Conditions)

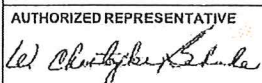
PLEASE NOTE A SEPARATE SCHEDULE MAY BE ISSUED TO EACH INSURED'S LOCATION SPECIFYING THE LIMITS OF INSURABLE PROPERTY COVERAGE ON FILE

Certificate covers all AMikids affiliated locations

CANCELLATION

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

ADDITIONAL INTEREST

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

ACORD 27 (2016/03)

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School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C10 - Approval for the Purchase of K12 Florida LLC Virtual Instruction Curriculum for elementary curriculum usage.

Description

The K12 Florida LLC virtual instruction program (VIP) courses promotes strong academics along with a positive online school experience. It is mastery-based, including hand-on opportunities away from the computer. Students are expected to spend about 3-6 hours per day (depending on grade level) working on and off line to master standards and curriculum. They will work with a Clay County District School Clay Virtual Academy (CVA) teacher, which will assess and teach lessons to ensure mastery.

Not only does K12 Florida LLC offer rigorous, visually stimulating appropriate online curriculum, they also offer many offline materials, books, science kits, and workbooks for students to use offline as well.

PLEASE NOTE: A medium school district such as CCDS is required to have a minimum of 3 virtual instruction offerings. We currently have a contract with FLVS, Edgenuity, and K12 FS 1002.45

Gap Analysis

CVA currently holds a contract agreement with K12 for the 2019-2020 school year. We would like to continue services.

Previous Outcomes

Please see "Gap Analysis"

Expected Outcomes

Elementary students will be exposed to rigorous, engaging, appropriate online curriculum to meet the state standards. They will master content with the assistance of a CVA teacher.

Strategic Plan Goal

Strategy 1.1: Redesign instructional frameworks for all grade levels and subject areas to reflect opportunities to differentiate instruction.

Strategy 1/1/4: Develop an online "one stop shop" that houses all curriculum materials.

Strategy 1/1/5: Implement test preparation items specifications to ensure students are exposed to content and assessments aligned to standards.

Recommendation

That the Clay County School Board approve the purchase of K12 LLC Florida virtual instruction curriculum with online resources for grades K-12 for the 2020-2021 school year.

Contact

Roger Dailey, Chief Academic Officer, roger.dailey@myoneclay.net (904) 336- 8081

Amanda Stilianou, CVA Principal, amanda.stilianou@myoneclay.net (904) 336-9878

Financial Impact

Please see pages 2 of 46 of the contract agreement.

Under the VIP Program Products and Services Fees: Elementary Pricing for content only (using CVA teacher) is \$340.00 for single course per school year (two semesters). The comprehensive program includes their components: (1) Courses Content, (2) Materials (for K-8 courses), and (3) a suite of learning tools tailored to Client's needs. Instructional text or e-books, supplies and teaching tools (collectively, Materials) for K-8 students.

Review Comments

Attachments

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



This Online Educational Products and Services Order (this "Order"), dated as of 7/1/2020 (the "Order Effective Date"), is between Clay County School District, 900 Walnut St, , FL 32043 ("Customer") and K12 Florida LLC ("K12"), 2300 Corporate Park Drive Herndon, VA 20171. This Order incorporates and is in all respects subject to both the Florida Attachment to The Online Educational Products and Services Order ("Attachment") attached hereto as Exhibit A and the K12 Online Educational Products and Services Agreement Terms (the "Terms") attached hereto as Exhibit B, on the date that this Order bears the signatures of both Customer and K12. Collectively, the Order, Attachment and Terms will constitute the entire agreement ("Agreement"). All capitalized terms will have the meanings assigned to those terms in the Agreement. I am authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms.

Accepted by Customer:

Signature: _____ Date: _____

Name (Print): _____ Title: _____

Accepted by K12:

DocuSigned by:

 Signature: _____ Date: 6/8/2020

Name (Print): Kevin Chavous Title: President, Academics, Policy & Schools

- 1. Period:** 7/1/2020 through 6/30/2021 and is not eligible for a renewal period.
- 2. Territory:** Students served by Clay County School District, FL.
- 3. For the Services and/or Products provided under this Order, Customer shall pay the following Fees:**

(a) Florida Virtual Instruction Program ("VIP") Products and Services

Product	Product Description	Unit Price
FL VIP Comprehensive K-12 Full-Time (Content, Hosting, Instruction)	VIP Comprehensive K-12 Program with K12 teachers for up to 6 courses per student per semester. Includes content, hosting, instruction, materials, and advisor support for grades 6-12.	\$4,295.00
FL VIP K-5 Annual Course (Content, Hosting, Instruction)	VIP single annual course with K12 teacher. Includes content, hosting, instruction and materials.	\$590.00
FL VIP 6-12 Semester Course (Content, Hosting, Instruction)	VIP single semester course with K12 teacher. Includes content, hosting, instruction and materials.	\$370.00
MS Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Online Standard MS semester course (non-AP). Includes content, hosting and instruction.	\$225.00
HS Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Online Standard HS semester course (non-AP). Includes content, hosting and instruction.	\$225.00
AP Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Online AP semester course. Includes content, hosting and instruction.	\$245.00
CR Online Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Online Credit Recovery semester course. Includes content, hosting and instruction.	\$225.00
Career Focused Electives Course Enrollment License (Content, Hosting, Instruction)	License for a single student in a FuelEd Career Focused Pathways catalog semester course (non-AP). Includes content, hosting and instruction.	\$344.00

(b) Florida Approved Course Provider Products and Services

Product	Product Description	Unit Price
MS Online Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Online Standard MS semester course (non-AP). Includes content and hosting.	\$50.00
HS Online Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Online Standard HS semester course (non-AP). Includes content and hosting.	\$50.00
AP Online Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Online AP semester course. Includes content and hosting.	\$50.00
CR Online Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Online Credit Recovery semester course. Includes content and hosting.	\$50.00

K12 K-8 Online Course Enrollment License (Content, Hosting)	License for a single student in a K12 Standard K-8 year course. Includes content and hosting.	\$340.00
K12 9-12 Online Course Enrollment License (Content, Hosting)	License for a single student in a K12 Standard HS semester course. Includes content and hosting.	\$170.00
Career Focused Electives Course Enrollment License (Content, Hosting)	License for a single student in a FuelEd Career Focused Electives catalog semester course (non-AP). Includes content and hosting	\$144.00
Training: Webinar	Access to one online synchronous professional development session for up to 35 users in a district. *Some exceptions may apply due to program selected	\$750.00
Career Exploration	License for a single student to access a career exploration system available in English and Spanish that allows the student to complete a variety of self-assessments, look for colleges and universities known for certain areas of interest, build resumes, learn about scholarship opportunities, and search for employment., includes content and hosting (non-AP)	\$10.00
Powered By Marketing Package	Includes a landing page to capture school-specific leads, access to enrollment Parent Portal system, and support from enrollment center agents for interested families. Fee is per approved enrollment generated each month.	\$0.00

4. Description of Educational Products.

K12 and FuelEd Online Courses: Each K12 or FuelEd course includes content as described in the course catalog. K12 or FuelEd may from time to time, in its sole discretion, deliver or otherwise make available to Customer certain updated courseware, which such updates shall also be subject to all of the Terms. Customer acknowledges and agrees that certain courseware and updates thereto may be designed to utilize separate textbook products or course materials and Customer may be responsible for procuring such materials. A complete list of required materials may be accessed at <https://www.fueleducation.com/materials>.

5. Description of Services.

Instructional Services: Customer will be provided licensed teachers for instruction to enrolled students for selected courses.

Hosting Solution: The set-up, configuration and hosting of the applicable courseware for the delivery of courses, solely for the provision of educational services to its students in the Territory enrolled in Customers educational programs.

Professional Services: Customer will be provided with professional services as described in Section 3, above. On-Site professional services include the cost of reasonable travel and accommodations. If Customer requests additional professional services outside the scope of those provided in Section 3 above, the Customer will be presented with an estimate of additional costs for Customers approval in advance of undertaking the requested change of scope.

6. Billing Terms.

Customer shall be invoiced for the Educational Products and Services ordered hereunder in accordance with the Terms, unless otherwise specified on this Order. Customer shall be invoiced quarterly and FuelEd shall be paid within 45 days of the receipt of a billing invoice in accordance with the Local Government Prompt Payment Act. Where required, an original invoice referencing a Customer purchase order number shall be submitted for payment to the Customer's Accounts Payable Department, 814 Walnut Street, Green Cove Springs, Florida. FuelEd provides a 28 day grace period for students who enroll in courses or use instructional services. If a student withdraws from such course within 28 days from when the student enrolls, Customer will be refunded 50% of the applicable course or instruction fees, but only if such withdrawal was received in writing by fax or email before the grace period ended.

FL VIP Full-Time Products: FuelEd will invoice Customer for courses and educational tools and services quarterly (in the months of September, December, March, and June) with invoices payable in accordance with the Terms.

Services Billing Terms: Services shall be invoiced upon order. No refunds except as otherwise noted.

EXHIBIT A

**FLORIDA ATTACHMENT TO THE
ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER**

This Attachment is fully incorporated into the terms and conditions of the Online Educational Products and Services Order ("Order") to which it is attached and the K12 Online Educational Products and Services Agreement Terms (the "Terms") that are incorporated into said Order. It modifies certain provisions found in the Order and Terms, as noted below. **WHERE THERE IS A CONFLICT BETWEEN THE ORDER, THE TERMS, AND THIS ADDENDUM, THIS ADDENDUM SHALL CONTROL.**

Note: This Attachment is only applicable to products and services ordered under the Florida Virtual Instruction Program.

Section 1: Florida VIP Program Requirements

The following Florida Virtual Instruction Program requirements noted in §1002.45 of the Florida Statutes shall be added to the K12 Online Educational Products and Services Agreement Terms (the "Terms").

a) Contract Requirements

Contracts between Florida school boards and an Approved Virtual Instruction Provider require certain provisions to be included (see, § 1002.45 (4) F. S.)

Requirement	Text	K12 Response	Statute Reference
Curriculum Plan	"Set forth a detailed curriculum plan that illustrates how students will be provided services and be measured for attainment of proficiency in the Next Generation Sunshine State Standards for each grade level and subject."	K12 has provided a detailed curriculum plan in compliance with this requirement in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C . K12 agrees to implement this plan in accordance with the requirements of the Florida VIP program.	§ 1002.45 (4)(a) F. S.
Graduation Plan	"Provide a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282 if the contract is for the provision of a full-time virtual instruction program to students in grades 9 through 12."	K12 provides a percentage grade to the Customer and the customer can use these percentage grades within their own system. K12 does not assign letter grades. Customer's school board can use such information to determine if a student has met such requirements, in accordance with Florida law and Customer's School Board's policies.	§ 1002.45 (4)(b) F. S.
Conflict Resolution	"Specify a method for resolving conflicts among the parties."	DISPUTE RESOLUTION: The parties agree that they will use their best efforts to settle any and all disputes arising out of, under or in connection with this Agreement, including without limitation the validity, interpretation, performance and breach hereof, prior to initiating any legal proceeding, whether judicial or administrative in nature. The efforts shall be primarily between the Executive Vice President of Operations for K12 and the Superintendent of the Customer or their respective designees. The laws of the State of Florida, without regard to its conflict of laws provisions, will govern all disputes arising out of or related to this Agreement, including the validity, enforceability or construction thereof. Each party submits to the jurisdiction of the state and federal courts located in the State of Florida for purposes of any action, suit or proceeding arising out of or related to this Agreement and agrees not to plead or claim that any action, suit or proceeding arising out of or related to this Agreement that is brought in such courts has been brought in an inconvenient forum.	§ 1002.45 (4)(c) F. S.
Termination	"Specify authorized reasons for termination of the contract."	NOTICE OF NON-RENEWAL: The period of this Agreement is as specified in the Order ("Period"). Following the Subscription Period, this Agreement will automatically extend for successive additional Subscription Periods of one (1) year (each such period a "Renewal Period"), unless (a) either party provides the other with written notice of non-renewal at least six (6) months before the expiration of the then-current Subscription Period or Renewal Period (as applicable); (b) the Agreement is sooner terminated under the section labeled Termination; or (c) the Customer (as defined in the Order) provides K12 with written notice of non-renewal as set forth under the section of these K12 Online Educational Products and Services Agreement Terms labeled Price And Payment. TERMINATION FOR CAUSE: Either party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other party for cause. Termination for cause may be used if a party breaches any material term or fails to fulfill any	§ 1002.45 (4)(d) F. S.

		<p>representation, warranty, or material condition, term, provision or obligation contained in this Agreement and fails to cure within thirty (30) days of such notice from the terminating party. Upon termination, the non-breaching party shall be entitled to seek any remedies to which it shall be entitled at law or in equity. If any change in applicable law that is enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any party to carry out its obligations under this Agreement, such party, upon written notice to the other party may request renegotiation of this Agreement. Such renegotiation shall be undertaken in good faith. If the parties are unable to renegotiate and agree upon revised terms within 120 days of such notice of renegotiation, then this Agreement shall be terminated effective at the end of the school year in which such notice was given. Termination of this Agreement does not relieve Customer of any obligations for payments outstanding to K12 as of the date of termination and does not relieve either party of any obligations that continue upon termination.</p> <p>TERMINATION DUE TO ANNUAL FEE INCREASE: K12 reserves the right to change the prices set forth in any Order no more often than once per Renewal Period (if any). K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).</p>	
Financial Responsibility Upon Termination	"Require the approved provider to be responsible for all debts of the virtual instruction program if the contract is not renewed or is terminated."	K12 shall be responsible for all debts for the Customer's virtual instruction program that arise out of K12's performance of this contract if the contract is not renewed or is terminated. This does not excuse the Customer from paying any obligations incurred resulting from its obligations under this contract or from the payment of any debts incurred under this contract for termination, unless such termination is as provided for under the clause titled Termination for Cause.	§ 1002.45 (4)(e) F. S.
Compliance Requirement	"Require the approved provider to comply with all requirements of this section."	K12 represents and warrants that it shall comply with all statutory requirements of § 1002.45 F. S.	§ 1002.45 (4)(f) F. S.

b) Provider Requirements

Virtual Instruction Providers must meet certain requirements as provided under Section 2 of § 1002.45 F. S. K12 represents and warrants that it meets all such requirements as an Approved Provider under Florida law. These requirements follow below:

Requirement	Text	K12 Response	Statute Reference
Non-Sectarian	"Is nonsectarian in its programs, admission policies, employment practices, and operations"	K12 represents and warrants that it adheres to a non-sectarian policy can be found here: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Nonsectarian-Policy-092915.pdf	§ 1002.45 (2)(a)(1) F. S.
Anti-Discrimination	"Complies with the antidiscrimination provisions of § 1000.05"	K12 represents and warrants that it complies with the antidiscrimination provisions found in § 1000.05 of the Florida Statutes. K12's anti-discrimination policy can be found here: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Anti-Discrimination-Policy-092915.pdf	§ 1002.45 (2)(a)(2) F. S.
Florida Offices, Administrative Staff, and Teacher Background Checks	"Locates an administrative office or offices in this state, requires its administrative staff to be state residents, requires all instructional staff to be Florida-certified teachers under chapter 1012 and conducts background screenings for all employees or contracted personnel, as required by s.1012.32, using state and national criminal history records"	<p>Administrative Offices – K12 has an office located at 9143 Phillips Hwy, Suite 590, Jacksonville, FL 32256</p> <p>Administrative Staff – All K12 administrative staff located in its Florida office are Florida residents.</p> <p>Teachers – Customer will be provided the services of Florida-certified teachers, compliant with Chapter 1012. Additionally, teachers providing such services shall comply with all Florida and national background screening requirements. Additional information can be found here: http://www.k12.com/Florida-DOE.html</p>	§ 1002.45 (2)(a)(3) F. S.
Teacher and Parent Responsibilities and Teacher to Student Parent Interactions Policies	Provides to parents and students specific information posted and accessible online that includes, but is not limited to, the following teacher-	K12 has detailed its Teacher and Parent Responsibilities and Teacher to Student Parent Interactions Policies here: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-Teacher-Parent-Responsibilities-and-Teacher-Student-Parent-Interactions-092915.pdf	§ 1002.45 (2)(a)(4)(a) – (e) F. S.

	<p>parent and teacher-student contact information for each course:</p> <ol style="list-style-type: none"> How to contact the instructor via phone, e-mail, or online messaging tools. How to contact technical support via phone, e-mail, or online messaging tools. How to contact the administration office via phone, e-mail, or online messaging tools. Any requirement for regular contact with the instructor for the course and clear expectations for meeting the requirement. 		
Prior Experience	<p>"Possesses prior, successful experience offering online courses to elementary, middle, or high school students as demonstrated by quantified student learning gains in each subject area and grade level provided for consideration as an instructional program option. However, for a provider without sufficient prior, successful experience offering online courses, the department may conditionally approve the provider to offer courses measured pursuant to subparagraph (8)(a)2. Conditional approval shall be valid for 1 school year only and, based on the provider's experience in offering the courses, the department shall determine whether to grant approval to offer a virtual instruction program"</p>	<p>As one of the original companies to provide online K-12 education, K12 has over 15 years of providing online courses to elementary, middle, and high school students. Additional information about K12's experience in the online educational space can be found here: http://www.k12.com/Florida-DOE.html</p>	§ 1002.45 (2)(a)(5) F. S.
Accreditation	<p>"Is accredited by a regional accrediting association as defined by State Board of Education rule"</p>	<p>In 2015, the FuelEd Instructional Services Team received a five year accreditation renewal from AdvancED to 2020. The original accreditation was awarded in 2010. For additional information, please see the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C.</p>	§ 1002.45 (2)(a)(6) F. S.
Curriculum Quality	<p>"Ensures instructional and curricular quality through a detailed curriculum and student performance accountability plan that addresses every subject and grade level it intends to provide through contract with the school district, including:</p> <ol style="list-style-type: none"> Courses and programs that meet the standards of the International Association for K-12 Online Learning and the Southern Regional Education Board. Instructional content and services that align with, and measure student attainment of, student proficiency in the Next Generation Sunshine State Standards. 	<p>K12 represents and warrants that it complies with these requirements. Additional details may be found here: http://www.k12.com/Florida-DOE.html</p>	§ 1002.45 (2)(a)(7) F. S.

	c. Mechanisms that determine and ensure that a student has satisfied requirements for grade level promotion and high school graduation with a standard diploma, as appropriate"		
Publication Requirements	<p>"Publishes for the general public, in accordance with disclosure requirements adopted in rule by the State Board of Education, as part of its application as a provider and in all contracts negotiated pursuant to this section:</p> <ul style="list-style-type: none"> a. Information and data about the curriculum of each full-time and part-time program. b. School policies and procedures. c. Certification status and physical location of all administrative and instructional personnel. d. Hours and times of availability of instructional personnel. e. Student-teacher ratios. f. Student completion and promotion rates. g. Student, educator, and school performance accountability outcomes" 	K12 makes all information requiring disclosure available for public review. This information can be found in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C .	§ 1002.45 (2)(a)(8) F. S.
Independent Audit	<p>"Performs an annual financial audit of its accounts and records conducted by an independent certified public accountant which is in accordance with rules adopted by the Auditor." General, is conducted in compliance with generally accepted auditing standards, and includes a report on financial statements presented in accordance with generally accepted accounting principles."</p>	K12's parent company, K12 Inc., is publically held and traded on the New York Stock Exchange. In accordance with applicable law governing public companies, an independent audit is performed annually. The results of K12 Inc.'s most recent audit, as well as all other required financial disclosures, can be found here: investors.k12.com	§1002.45 (2)(a)(10) F. S.

c) Virtual Instruction Program Requirements

Florida law requires that Approved Providers and Schools develop a virtual instruction program that meets certain requirements. K12 meets such requirements as discussed in detail below:

Requirement	Text	K12 Response	Statute Reference
Course Alignment	"Align virtual course curriculum and course content to the Sunshine State Standards under s.1003.41."	The curriculum K12 will use in the performance of its services as an Approved Provider is aligned to the Florida Sunshine State Standards. Additional details on K12 courses and curriculum can be found in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C .	§1002.45 (3)(a) F. S.
Student Proficiency	"Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study."	K12's program is designed to enable a student to gain proficiency in each virtually delivered course of study. Additional details can be found in the K12 Florida LLC Disclosure Requirements attached hereto as Exhibit C .	§1002.45 (3)(b) F. S.
Instructional Materials	"Provide each student enrolled in the program with all the necessary instructional materials."	Each student will be provided with required course materials as further detailed in the Order above.	§1002.45 (3)(c) F. S.

Materials for Students Qualifying for National School Lunch Act	"Provide each full-time student enrolled in the program who qualifies for free or reduced-price school lunches under the National School Lunch Act, or who is on the direct certification list, and who does not have a computer or Internet access in his or her home with: 1. All equipment necessary for participants in the virtual instruction program, including, but not limited to, a computer, computer monitor, and printer, if a printer is necessary to participate in the program; and 2. Access to or reimbursement for all Internet services necessary for online delivery of instruction."	The provision of free materials to full-time students enrolled in Customer's virtual instruction program is the duty of Customer School District. K12 has no visibility into students that would qualify for the National School Lunch Act. K12 is happy to provision to Customer any required materials at the prices in the above Order.	§1002.45 (3)(d) F. S.
No Tuition or Registration Fees	"Not require tuition or student registration fees."	K12 does not charge students enrolled in Customer's virtual instruction program any tuition or registration fees. It charges the fees disclosed in the above Order directly to the School Board.	§1002.45 (3)(e) F. S.

d) Student Participation Requirements

Florida law requires that students enrolled in a virtual instruction program meet certain participation requirements. K12 facilitates compliance with these requirements as discussed in detail below:

Requirement	Text	K12 Response	Statute Reference
Compulsory Attendance	"Comply with the compulsory attendance requirements of s. 1003.21. Student attendance must be verified by the school district."	K12's Attendance, Participation and Performance Policy details the process by which K12 will facilitate compliance with this requirement. Additional details may be found here: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--%20K12-Florida-LLC-Attendance-Participation-and-Performance-Policies-and-Procedures-093015.pdf	§1002.45 (6)(a) F. S.
Assessment Location	"Take state assessment tests within the school district in which such student resides, which must provide the student with access to the district's testing facilities."	K12's State Testing Policies and Procedures detail the process by which K12 will facilitate compliance with this requirement. Additional details may be found here: http://www.k12.com/content/dam/k12/sites/default/files/pdf/Policy--K12-Florida-LLC-State-Testing-Policies-and-Procedures-092915.pdf	§1002.45 (6)(b) F. S.

Section 2: Florida VIP Full-Time Virtual and Homeschool Payment Terms

- a) **FLORIDA FULL-TIME VIRTUAL AND HOMESCHOOL PRICE AND PAYMENT:** The prices and billing terms for the products, services, and licenses will be as set forth in this Amendment. Invoices shall be submitted to Customer by K12 and full payment of such invoices shall be due by Customer no more than forty five (45) days from the date of an invoice. If full payment is not timely received, K12, in its sole discretion, may cease the provision of any or all products, services and licenses. Customer agrees to pay interest at one percent (1%) per month on any unpaid balance from 30 days after the due date in accordance with the Local Governmental Prompt Payment Act, Fla. St. Chapter 218. If Customer wishes to dispute any charge invoiced to Customer by K12 or its Affiliates, Customer must submit a good faith claim regarding the Disputed Amount, in a format clearly delineated to coincide with the format of the disputed invoice and with documentation as may reasonably be required by K12 and its Affiliates to support the claim no later than ninety (90) days after the date of the invoice.. K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).
- b) **FLORIDA FULL-TIME VIRTUAL AND HOMESCHOOL WITHDRAWAL AND REFUND:** When a student withdraws from a K12 course, or do not otherwise complete a course (as determined by then-current Florida law), Customer shall be entitled to a pro rata refund or credit for the specific course from which student withdrew or did not complete. For full-time student enrollments, the amount refunded or credited shall be determined by dividing the amount charged for student's course enrollment by the total number of courses the student is taking to determine the "per course" cost.
- c) Note that Florida VIP Full-Time virtual students are not defined by number of courses, but rather as those students reported with both the K12 Florida provider code and the 7001 vendor code. Florida VIP Homeschool students are not defined by number of courses, but rather as those students reported with the K12 Florida provider code, the 7001 vendor code, and the N998 homeschool code

Section 3: Florida Public Records

K12 agrees that it will:

- (a) Keep and maintain public records (as defined by Section 119.011(12) F.S.) that ordinarily and necessarily would be required by the Customer in order to perform the services herein.

- (b) Provide the public with access to public records on the same terms and conditions that the public agency would provide the records and at a cost that does not exceed the cost provided in this chapter or as otherwise provided by law. For the purposes of this contract, the Customer will forward to K12 such public records requests that it deems valid for non-privileged, non-confidential, non-exempt public records in K12's possession. K12 will evaluate the request and provide the Customer with such public records in accordance with applicable Florida 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.
- (d) Meet all requirements for retaining public records and transfer, at no cost, to the public agency all public records in possession of the contractor upon termination of the contract and, to the extent allowed by applicable law, destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the public agency in a format that is compatible with the information technology systems of the public agency.

Section 4: Program Monitoring

The parties acknowledge that Customer shall regularly monitor the program and the provision of services under the program for compliance with Florida law and the terms of this Order. The scope of monitoring includes, but is not limited to, verifying the following: 1) that the curriculum plan is followed; 2) that students have met graduation requirements set forth in F.S. 1002.3105(5), 1003.4281, or 1003.4282 (if applicable); 3) that K12 maintain the confidentiality of all education records and the information contain within; 4) that K12 shall not disclose, unless allowed by applicable law or this Order, any education records without the prior written consent of the parent or Customer; and 5) that K12, to the extent require by this Order and Florida law, supplied every student participant with all instructional materials.

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EXHIBIT B**K12 Products and Services Agreement Terms**

PERIOD: The period of this Agreement is as specified in the Order ("Period").

DESCRIPTION OF SERVICES: Customer will be provided with those products and services, including where applicable a limited, non-exclusive, nontransferable license, without sublicense rights, for access to K12 or its Affiliates online courses, curriculum, learning management system and applicable instructional tools and online services, for the Period and Renewal Period (if any).

PRICE AND PAYMENT: The prices and billing terms for the products, services, and licenses will be as set forth on the Order, except as set forth herein. Invoices shall be submitted to Customer by K12 or its Affiliates and full payment of such invoices shall be due by Customer no more than thirty (30) days from Customer's receipt of an invoice. Notwithstanding anything contained in this Agreement, if full payment is not timely received, K12, in its sole discretion, may cease the provision of any or all products, services, and licenses. Customer agrees to pay interest at one and one quarter percent (1.25%) per month on any unpaid balance from the due date. If Customer wishes to dispute any charge invoiced to Customer by K12 or its Affiliates, Customer must submit a good faith claim regarding the Disputed Amount, in a format clearly delineated to coincide with the format of the disputed invoice and with documentation as may reasonably be required by K12 and its Affiliates to support the claim no later than ninety (90) days after the date of the invoice. K12 reserves the right to change the prices set forth in any Order no more often than once per Renewal Period (if any). K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable. Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).

TAXES: Customer represents that it is exempt from sales and use taxes imposed by the state and local governmental divisions in which it is located. Customer must provide K12 with Customer's exemption certificates or other proof of Customer tax-exempt status reasonably acceptable to K12.

TERMINATION: Either party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other party for cause. Termination for cause may be used if a party breaches any material term or fails to fulfill any representation, warranty, or material condition, term, provision or obligation contained in this Agreement and fails to cure within thirty (30) days of such notice from the terminating party. Upon termination, the non-breaching party shall be entitled to seek any remedies to which it shall be entitled at law or in equity. If any change in applicable law that is enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any party to carry out its obligations under this Agreement, such party, upon written notice to the other party may request renegotiation of this Agreement. Such renegotiation shall be undertaken in good faith. If the parties are unable to renegotiate and agree upon revised terms within 120 days of such notice of renegotiation, then this Agreement shall be terminated effective at the end of the school year in which such notice was given. Termination of this Agreement does not relieve Customer of any obligations for payments outstanding to K12 as of the date of termination and does not relieve either party of any obligations that continue upon termination.

INFORMATION REQUIREMENTS: Customer will provide K12 with all information reasonably required by K12 to provide the products, services, and licenses.

FERPA AND CONFIDENTIALITY: If Customer is a public entity receiving federal Title I funds, Customer represents that K12 is a "school official" with a "legitimate educational interest" under the definitions of those terms set forth in the Customer's Family Educational Rights and Privacy Act ("FERPA") notification(s) to students and parents during the Period and Renewal Periods (if any) of this Agreement. K12 agrees to develop, implement, maintain and use appropriate administrative, technical or physical security measures to the full extent required by FERPA in order to maintain the confidentiality of "education records" as that term is defined by FERPA. Customer recognizes and agrees that for purposes of all applicable laws, K12 has a legitimate educational interest for purposes of Customer disclosing to K12 students' education records. Regardless of whether Customer is a public entity receiving federal Title I funds, to the extent permitted by applicable law K12 or its affiliates may provide Customer with confidential information (as designated by K12) required by Customer in writing for its internal use or reporting to regulatory authorities. Customer agrees to develop, implement, maintain and use appropriate administrative, technical or physical security measures to maintain the confidentiality of such confidential information.

ENGLISH LANGUAGE LEARNERS, SPECIAL EDUCATION, AND DISABILITIES: If Customer is a public entity receiving federal Title III and/or Title I funds, Customer agrees that it is the Local Educational Agency responsible for the provision of English Language Learner education and special education. Although K12 or its Affiliates may provide products and services that may be used in furtherance of professional development programs and/or language instruction education programs for English Language Learners, Customer is responsible for the provision and/or implementation of any services of any nature as required by Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act, the English Language Acquisition, Language Enhancement, and Academic Achievement Act or any similar law, whether federal, state or local. The provision of special education, the creation, implementation or provision of Individualized Education Programs, the provision of reasonable accommodations or any services of any nature under the Individuals with Disabilities Education Act, the Americans with Disabilities Act, section 504 of the Rehabilitation Act or any similar law, whether federal, state or local are not services provided under this Agreement. Notwithstanding the foregoing, during the Period and Renewal Period (if any) of this Agreement, K12 will discuss, formulate and make adjustments and accommodations in furtherance of IEPs or reasonable accommodations established by Customer, but solely to the extent that K12 may do so without incurring direct or indirect costs.

PUBLICITY: During the Period and Renewal Period (if any) of this Agreement, Customer hereby agrees that K12 and its Affiliates shall have the right, but not the obligation, to list Customer as a customer in other materials promoting the Content. K12 will remove Customer's name from any such list within thirty (30) days after any termination of this Agreement.

AUDIT RIGHTS: This paragraph shall only be applicable if a Non-Hosted Solution is applicable to the order. Customer shall maintain books and records in connection with its use of the non-hosted courses for the Period of this Agreement and for at least three (3) years after the date this Agreement terminates or expires. K12 or its representatives may audit the relevant books and records of Customer during the Period of this Agreement, and for three (3) years after the

expiration of this Agreement to ensure compliance with this Agreement. Any such audit shall be conducted during regular business hours at Customer's facilities and shall not unreasonably interfere with Customer's business activities. Audits shall be conducted no more than once annually. If an audit reveals that Customer has underpaid fees due to K12 or its Affiliates, all such fees shall be paid immediately, together with interest at the rate of prime plus one percent (1%); and in the event such underpayment is in excess of five percent (5%) of the total owed to K12 or its Affiliates for any given audit period, then Customer shall, in addition, reimburse to K12 or its Affiliates the reasonable costs of conducting the audit. In connection with the license grants set forth in these Terms, (i) K12 or its Affiliates may monitor actual usage of the courses and (ii) at periodic intervals designated by K12 or its Affiliates in accordance with its then current practices, may request that Customer deliver to K12 or its Affiliates in writing a summary of the actual number of students that are currently enrolled and using the courses. Unless otherwise set forth in the applicable Order, all license Fees shall be payable in accordance with the number of students determined pursuant to the Reporting Process.

WARRANTY: K12 warrants that the services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards. THE FOREGOING WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 MAKES NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR OUTAGES OR OTHER NON-ACCESSIBILITY TO THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE CAUSE. K12 OFFERS NO WARRANTIES WITH RESPECT TO ANY THIRD PARTY PRODUCTS OR SERVICES PROVIDED PURSUANT TO THIS AGREEMENT. K12 DOES NOT WARRANT THAT USE THE SITE OR CONTENT WILL BE UNINTERRUPTED OR ERROR-FREE, THAT ERRORS WILL BE CORRECTED OR THAT IT WILL BE FREE OF VIRUSES OR OTHER HARMFUL COMPONENTS.

INTELLECTUAL PROPERTY: Customer acknowledges and agrees that all courses, content, software, graphics, pictures, documents, licenses, designs, and materials, and any and all derivatives thereof (collectively, Works) made available to Customer pursuant to this Agreement are protected by copyrights, trademarks, service marks, patents, trade secrets, or other proprietary rights and laws and K12 (or its Affiliates or licensors) own all right, title and interest in and to the Works. Customer acknowledges and agrees that it has no intellectual property interest or claims in the Works and has no rights to make any use of such Works except as expressly granted herein. Except as expressly authorized in writing by an officer of K12, Customer agrees not to sell, license, sublicense, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from any of the Works. Customer will not act or permit any action that would impair any of K12's (or its Affiliates' or licensors') rights in the Works. Customer agrees not to: (a) disassemble, reverse compile, reverse engineer or otherwise attempt to discover the source code of or trade secrets embodied in the Works (or any portion thereof); (b) distribute, lend, rent, sell, transfer, or grant sublicenses to, or otherwise make available the Works (or any portion thereof) to third parties, including, but not limited to, making such Works available (i) through resellers, OEMs, other distributors, or (ii) as an application service provider, service bureau, or rental source, unless expressly permitted in the Order; (c) embed or incorporate in any manner the Works (or any element thereof) into other applications of Customer or third parties; (d) use or transmit the Works in violation of any applicable law, rule or regulation, including any export/import laws, (e) in any way access, use, or copy any portion of the Works (including the logic and/or architecture thereof and any trade secrets included therein) to directly or indirectly develop, promote, distribute, sell or support any product or service that is competitive with the Works, (f) remove, obscure or alter any copyright notices or any name, logo, tagline or other designation of K12 or its Affiliates displayed on any portion of the Works. Customer shall not permit any third party to perform any of the foregoing actions and shall be responsible for all damages and liabilities incurred as a result of such actions. Customer acknowledges that in the event Customer breaches any provision contained in this paragraph, K12's interests will be irreparably injured, the full extent of K12's damages may be impossible to ascertain, and monetary damages will not be an adequate remedy. Customer agrees that K12 will be entitled to enforce this agreement by an injunction or other legal or equitable relief in any court of its choice without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy.

INDEMNIFICATION AND LIMITATION OF LIABILITY: K12 agrees to defend, indemnify, and hold harmless Customer and its employees, contractors, officers, and board members from and against any and all liabilities, claims, damages, injuries, judgments, demands and expenses, including court costs and attorney's fees, that arise out of or in connection with any acts or omissions of K12 related to or arising from this Agreement (collectively "Claims") except to the extent that such Claims arise out of actions or omissions of Customer and subject to the conditions precedent that a) Customer provide written notice to K12 within thirty (30) days of its receipt of the Claim and b) Customer permits K12 to assume the control and defense of the Claim with counsel selected by K12. IN NO EVENT SHALL K12'S LIABILITY TO CUSTOMER AND ITS EMPLOYEES, CONTRACTORS, OFFICERS AND BOARD MEMBERS UNDER THIS AGREEMENT OR FOR ANY MATTER OR CAUSE OF ACTION ARISING IN CONNECTION HERewith EXCEED THE AMOUNT PAID BY CUSTOMER TO K12 HEREUNDER. IN NO EVENT SHALL K12 BE LIABLE TO CUSTOMER, WHETHER UNDER THEORY OF CONTRACT, TORT OR OTHERWISE, FOR ANY INDIRECT, INCIDENTAL, PUNITIVE, CONSEQUENTIAL, OR SPECIAL DAMAGES (INCLUDING ANY DAMAGE TO BUSINESS REPUTATION, LOST PROFITS OR LOST DATA), WHETHER FORESEEABLE OR NOT AND WHETHER K12 IS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. To the extent permitted by law, Customer agrees to defend, indemnify, and hold harmless K12 and its Affiliates and all of their employees, contractors, officers, and board members from and against any and all liabilities, claims, damages, injuries, judgments, demands and expenses, including court costs and attorney's fees, that arise out of or in connection with any acts or omissions of Customer related to or arising from this Agreement (collectively "Claims") except to the extent that such Claims arise out of actions or omissions of K12 and subject to the conditions precedent that a) K12 provide written notice to Customer within thirty (30) days of its receipt of the Claim and b) K12 permits Customer to assume the control and defense of the Claim with counsel selected by Customer. No provision or language in this paragraph or the underlying contract shall be construed or interpreted to increase the scope or dollar limit of the Customer'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 Customer's sovereign immunity from suit, or to require the Customer to indemnify K12 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 Customer or its agents or employees. The Customer expressly reserves all other protections and privileges related to its sovereign immunity.

DISPUTE RESOLUTION: The parties agree that they will use their best efforts to settle any and all disputes arising out of, under or in connection with this Agreement, including without limitation the validity, interpretation, performance and breach hereof, prior to initiating any legal proceeding, whether judicial or administrative in nature. The efforts shall be primarily between the President of K12 and the Superintendent of the Customer or their respective designees. The laws of the Commonwealth of Virginia, without regard to its conflict of laws provisions, will govern all disputes arising out of or related to this Agreement, including the validity, enforceability or construction thereof. Each party submits to the jurisdiction of the state and federal courts located in the Commonwealth of Virginia for purposes of any action, suit or proceeding arising out of or related to this Agreement and agrees not to plead or claim that any action, suit or proceeding arising out of or related to this Agreement that is brought in such courts has been brought in an inconvenient forum.

INSURANCE. K12 will, at its own expense, maintain commercial general liability insurance (including personal injury, advertising injury and contractual liability) with a minimum limit of liability of \$1,000,000 per occurrence and in the aggregate, professional liability insurance with a minimum limit of liability of \$500,000 per claim and in the aggregate, automobile insurance with a minimum limit of liability of \$1,000,000 combined single limit and workers' compensation insurance in the minimum amounts required by statute. All policies other than the workers' compensation policy shall name Customer as an Additional Insured. K12 shall, upon execution of this Agreement and upon request of Customer, send a certificate of insurance to show that the policies are in full force and effect and set forth the limits of liability. K12 shall not cancel the insurance policies nor cause them to be cancelled.

MISCELLANEOUS: a) A waiver of any part of this Agreement in one instance is not a waiver of any other part or any other instance; b) If any part of this Agreement is held invalid or if the applicability of any part of this Agreement is held invalid to a particular set of circumstances for any reason, such holding or declaration shall not in any way affect or impair the remaining provisions or the application to a different set of circumstances; c) Except as otherwise provided in this Agreement, neither party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other party and any such assignments shall be void and of no effect, except that K12 may assign all of its rights and obligations under this Agreement to any person or entity that controls K12, is controlled by K12, or is under common control with K12 or to any successor in interest that acquires all or substantially all of the assets of K12; d) This Agreement does not create any legal or equitable rights on the part of any third party, as a third party beneficiary or otherwise; e) K12 is not a division or any part of Customer. Customer is not a division or any part of K12. Nothing herein is intended to be construed as or to create a partnership or joint venture by or between K12 and Customer; f) Notwithstanding any other section of this Agreement, no party will be liable for any delay in performance or, except with respect to payment hereunder, inability to perform due to acts of God or due to war (declared or undeclared), riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, labor strike, internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence; g) Customer and all users of licensed products shall comply with the terms and conditions of the Terms of Use pertaining to the use of courseware, web sites and learning management systems, as such terms are set forth therein; h) All representations, warranties and indemnities made in this Agreement will survive termination of this agreement; i) This Agreement and the documents to which it refers form the entire Agreement between the parties with respect to the subject matter herein. Customer may not rely on any other documents, proposals, statements, or representations by any sales or service representatives or other parties, unless expressly contained herein; j) Fuel Education LLC will provide all services, licenses and materials under this Agreement either directly or in conjunction with its Affiliates. An "Affiliate" of Fuel Education LLC is an entity that controls, is controlled by, or under common control with, Fuel Education LLC and "control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise. Fuel Education LLC and its Affiliates shall be referred to collectively as K12; k) All written notices required by the terms of this Agreement will be sent to the Superintendent of the Customer at the address set forth above and to the General Counsel of K12 at 2300 Corporate Park Drive, Herndon, VA 20171 (and such addresses may be changed upon proper notice to such addressees). Notice may be given by either certified or registered mail, postage prepaid, return receipt requested, or reputable overnight carrier, postage prepaid and is deemed to have been given three days after mailing or, as to overnight delivery, on the date of personal delivery to the address stated thereon.

EXHIBIT C

K12 FLORIDA LLC DISCLOSURE REQUIREMENTS

Section 1002.45, Florida Statutes., requires the Provider to publish, for the general public, and as part of this application and any subsequent applications or contracts with school districts, the following information:

SOURCE OF ORIGIN OF CURRICULUM AND COURSE CONTENT

- **Information and data about the curriculum of each full-time and part-time program. Please include, at minimum, the source or origin of curriculum and course content, specific research and best practice used in design, the basis for and frequency of revisions, research related to effectiveness of curriculum, evidence that content and assessments are accurate, free of bias, and accessible for students with disabilities and limited English proficiency. Post a list identifying the National Collegiate Athletic Association (NCAA) approval status for each applicable high school course offered.**

K12 Florida LLC (“K12”), currently authorized by the Florida Department of Education to participate with school districts in the Virtual Instruction Program as well as to provide virtual instruction services to cyber charter schools, is a wholly owned subsidiary of K12 Inc., the largest provider of individualized online education programs primarily for students in kindergarten through high school in the U.S. K12 Inc. was founded in 2000 to utilize advances in technology to provide children with access to a high-quality public school education regardless of their geographic location or socioeconomic background. In the 2017-2018 school year, K12 Inc. and its subsidiaries served full-time students in public schools we managed in thirty-three states and the District of Columbia. We also served public school districts and schools in all 50 states through our Institutional Sales business, Fuel Education LLC (“FuelEd”), providing curriculum, technology solutions, teachers, professional development and other support services customized to school and/or district needs.

K12 Inc. has invested to develop and acquire curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities using the K12 Inc. suite of services and instructional curriculum and courseware which we will collectively refer to as “K12” in this document (currently including K12, FuelEd Online Courses, Anywhere Learning System, Middlebury Interactive Languages, LTS Education Systems, LearnBop and Career Pathways curriculum). K12 Inc. provides a continuum of technology-based educational products and solutions to cyber charter schools, public school districts, public schools, private schools, and families as we strive to transform the educational experience into one that delivers individualized education on a highly scalable basis. As an innovator in K-12 online education, we believe we have attained distinctive core competencies that allow us to meet the varied needs of our school customers and students and have shown academic success and achievement in the schools we serve.

CURRICULUM AND COURSE CONTENT

The design, development, and delivery of K12's curriculum are grounded in a set of guiding principles that promote critical thinking and problem solving skills to prepare students for the demands of the 21st Century. K12 uses "big ideas" in every subject area to organize the explicit learning objectives for each course. K12 content experts have developed a clear understanding of those subjects and concepts that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts (the biggest ideas) and on the most challenging concepts and skills (as revealed by experience and research). K12 uses existing research, feedback from parents and students, and experienced teacher judgments to determine these priorities and to modify K12's learning systems to guide the allocation of each student's time and effort.

The K12 curriculum aligns to the Common Core State Standards, the Next Generation Science Standards, and the iNACOL National Standards for Quality Online Courses. The objectives are crafted from educational research, state and national standards, and deep content expertise. Each course clearly identifies the objectives to be mastered in each lesson, unit, and semester. The lesson objectives are clearly defined in each unit and lesson on the learning platform in the Lesson Resources section.

Several types of multimedia are standard in the K12 curriculum and used strategically to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods:

- *Audio*: maximize the learner's ability to process information without being overwhelmed by visuals
- *Photographs/illustrations*: help represent, organize, and interpret the content
- *Interactive activities*: used to segment content, personalize learning, promote agency in learning, and offer opportunity to engage in activities incrementally increasing in cognitive difficulty (See Interactive Framework, below)
- *Technology-Enhanced Item types*: offer students opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and brings instruction to life

As an example of interactive activities, many K12 science courses now include interactive virtual labs (vLabs). The vLabs offer highly engaging online experiments that enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

Interactive Framework

Enhancements to the K12 curriculum have introduced an interactive framework designed to fully reap the benefits of online learning. To achieve this, direct instruction and practice activities must do more than present students with text on a screen. New courses are carefully designed to match interactivity level to the cognitive level of the task at hand, based on research-backed principles of cognitive science.

Enhancements to the K12 K-8 curriculum include a variety of innovative games embedded in the courses – full “stand-alone” but instructionally integrated games in over 500 locations throughout core subjects in grades K-8—plus countless smaller, game-like interactives. The K12 inventory of games is growing each semester.

K12 has also launched mobile applications for iOS and Android devices which are available free to download from iTunes and Google Play. The mobile applications are in addition to the curriculum and are designed to allow students to practice skills at any time.

In addition to the online curriculum, the K12 curriculum provides students with interactive offline learning in a number of ways:

- Multiple ways to complete questions, self-assessments, and study guides
- A variety of hands-on manipulatives and supplies to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for 1:1 and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

Elementary and Middle School Curriculum

From Kindergarten through 8th grade, K12 courses are categorized into seven major subject areas – math, science, language arts/English, history, art, music, and world languages – plus adaptive K-5 math courses and supplemental courses. The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum includes assessments built into nearly every lesson to ensure mastery and provide for remediation or enrichment where necessary.

Math: K12's elementary (grades K-5) Math program is designed to establish fluency in arithmetical computation (daily-life, functional math) while also deepening the ability to reason mathematically (conceptual math). A suite of courses collectively called Summit Math represents K12's second generation of research and development into effective approaches in early mathematics instruction and current e-learning instructional design.

K12's Math courses emphasize an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills. Embedded online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical thinking skills.

In Math Plus courses, many lesson assessments are linked to backup adaptive lessons for students needing extra practice. The engaging approach features colorful graphics and animation; learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and focused support for Learning Coaches to help their children succeed. From helping younger students

make the link between the concrete and the abstract to immersing older students in the symbolic manipulations of Algebra, K12 Math provides a thorough mathematical grounding.

Science: K12 offers real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. Students receive lab supplies and materials that give them a hands-on experience to enhance their understanding of experimental procedures and scientific concepts. Exploring life, earth, and physical sciences in each grade, K12 science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances.

Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world, using materials shipped to students in kits. This fundamental instructional practice of applied science has prepared the K12 science courses for the Next Generation Science Standards, with their notable emphasis on applied science in the NGSS's newly explicit engineering strand.

Language Arts/English: K12 Language Arts/English courses help students develop important reading and writing skills, while also inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works from a diverse range of cultures and traditions, documentary and non-fiction texts, and writing as a process, and so prepares students well for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities; while older students develop literary analysis and comprehension skills by reading novels and nonfiction works.

History: K12 emphasizes the story in History—a story that includes not only great women and men but also everyday people. With integrated topics in Geography and Civics, K12 History opens young minds and imaginations to far-off lands, distant times, and diverse cultures. The kindergarten History program takes students on a world tour of the seven continents and provides an overview of American History through a series of biographies of famous Americans. The History program in grades 1–4 tells the story of civilization from the Stone Age to the Space Age, while students in grades 5 and up explore major themes and topics in greater depth through survey courses in American and World History. As required in Florida, a civics education course is offered as preparation to pass the Florida Civics EOC Assessment to be eligible for promotion from middle school.

Art: Following timelines parallel to those of the History lessons, K12 Art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity, including painting, drawing, sculpting, and weaving using materials such as oil pastels, crayons, molding clay, plaster, yarn, and more. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They study the works of famous artists and learn about different artistic movements such as Impressionism and Cubism and explore artistic traditions of diverse lands and cultures. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

Music: Spotlight on Music explores and builds foundational music skills. This course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, and authentic sound recordings. Music comes to life in the course through six units that are organized into three sections: Spotlight on Concepts, Spotlight on Music Reading, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities, and cultural context. Students explore music from around the world while also exploring beat, meter, rhythm, melody, harmony, texture, form, tone color, dynamics, tempo, style, and music background. Students also have the opportunity to perform seasonal and celebratory songs.

World Languages: K12 offers the only online language-learning program designed specifically for students in the lower elementary grade levels. The K12 offering in World Languages, Middlebury Interactive Languages, gives students a choice of World Language courses and helps students to read, write, speak, and listen for meaning in the languages they choose to study, with an overall emphasis on proficiency. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the World Language program highlights common vocabulary terms and phrases, introducing younger students to a wide range of grammar patterns, while helping older students master numerous grammar principles. Courses prepare students to put their new language to use, incorporating the vocabulary and patterns they have learned.

In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures. Because learning a language involves a variety of learning skills, studying a foreign language can enhance a student's ability to learn and function in several other areas. Children who have studied a language at the elementary level score higher on tests in reading, language arts, and math. People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem-solving, conceptualizing, and reasoning.

In addition to cognitive benefits, the study of foreign languages leads to the acquisition of some important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations. In addition, the encounter with cultures different from one's own leads to tolerance of diverse lifestyles and customs and it improves the learner's ability to understand and communicate with people from different walks of life.

High School Curriculum

Whether targeting a top-tier, four-year university; a local community college; or an immediate career, high school students can choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K12 courses meet all graduation requirements, and the diversity of electives is designed both to help students earn their high school diploma and find their own path to post-high school success.

Math, English, Science, and History courses are offered in a range of levels (Core, Comprehensive, Honors, and Advanced Placement; see details below). Unlike other programs, where a student must be on a particular "academic path", the K12 program allows students to chart their own course, choosing from a number of levels of courses designed to match various aptitudes and goals. So, if a student excels

in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among Core or Comprehensive versions of English and History courses. These multiple course levels prevent students from being “locked in” to one level of a particular subject and reflect and support the natural progress and growth of each student. Foundational and credit recovery courses are offered to meet the needs of diverse learners.

K12 continues to invest in the high school curriculum to improve accessibility and interoperability with mobile devices. Most K12-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. New content is developed following mobile-first development practices and support responsive design.

By using the K12 high school curriculum, the School allows students to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

- **Core courses:** Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- **Comprehensive courses:** Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.
- **Honors courses:** Students are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects—emphasizing duration over time, group and collaborative work, and communication skills—are inspired by the principles embodied in the 21st Century Skills Initiative.
- **Advanced Placement (AP) Courses:** The K12 curriculum offers an AP array that is far larger than that in most conventional brick-and-mortar schools. K12 re-evaluates its AP catalog of courses in accordance with changing College Board guidelines, and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation’s colleges and universities.

In SY2018-2019, K12 offers 17 Advanced Placement courses. Syllabi for those courses were officially approved through the College Board’s AP audit process from August through November 2018.

History: K12 high school History emphasizes the narrative of History—a narrative story that includes great historical figures as well as everyday people, and the governments, arts, belief systems, and technologies they have developed in various cultures over time. These History courses meet state and national standards for content and skills and are offered at levels appropriate to the student’s needs.

Courses in World History, Modern World History, United States History, and Modern United States History combine stunning textbooks (in both conventional and online formats) published by K12 and integrated with interactive online lessons that guide students' reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through virtual field trips, discussion boards, and a variety of research and skills activities. Online lessons also integrate topics in Geography, Civics, and Economics into the study of history. Economics and U.S. Government courses are also offered to meet graduation requirements.

English: K12 high school English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. K12 English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, which include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary, grammar, usage, and mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

Science: K12 offers a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics and environmental science.

K12 science courses provide hands-on exploration: courses have the option to use real materials to conduct scientific laboratory investigations at home. Options also exist to take these courses using virtual laboratories that reflect actual laboratory experience in a virtual setting. Throughout the sweep of K12 high school science courses, students become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. Each K12 high school science course prepares students for college science courses, not only by providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firmly anchoring students in scientific principles.

Math: K12 high school Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that each student understands the mathematical concepts, but also is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are animated to bring the math to life, while others provide students with the ability to interact with a structured, partially-completed problem.

The textbooks (in both offline and digital formats) provide reference information, more worked examples. Robust, well-sequenced problem sets so students can learn by practicing are offered in every math course whether online or offline. Each lesson also includes resources that help teachers and mentors support students. Formative assessments come in the form of computer-scored quizzes. Summative assessments include computer-scored as well as teacher-graded components with robust rubrics.

Many courses are available in various levels including Core, Comprehensive, Honors, and AP. Among the math courses offered are Algebra I, Algebra II, and Geometry to meet graduation requirements.

World Languages: K12 offers a selection of World Languages for high school students that meet the graduation requirements for the 24 Credit Standard High School Diploma option and the 18 Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Diploma option.

Elective Curriculum:

K12's core curriculum is enhanced by a wide array of electives that enriches students' education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. K12's elective curriculum includes courses in:

- **World Languages:** World Languages are increasingly important in the economy today, and students can take up to four years (including college-level AP) of courses in a variety of World Languages. K12's online language courses include recording technology so students' speaking ability can be accurately assessed by their teachers. Languages include: Spanish, French, German, Latin, Japanese, and Chinese.
- **Science:** Special interests in science can be pursued in Environmental Science, Renewable Technologies, Astronomy, or Forensic Science.
- **Social Science:** Students interested in the social sciences can elect to explore Anthropology, Psychology, Economics, Civics, Sociology, Family and Consumer Science, Archaeology, or Contemporary World Issues.
- **Fine Arts:** Electives in the arts include Fine Art, Music Appreciation, and AP Art History.
- **Technology and Computer Science:** A variety of technology and computer science courses are in K12's portfolio, ranging from basic Computer Literacy to AP Computer Science. Students may explore career avenues with courses including Java Programming, Digital Art, Image Design and Editing, Audio Engineering, Engineering Design/CAD, C++ Programming, and Web Design. Technology and computer science courses are heavily project-based, and students complete the courses with portfolios of completed work.
- **Business:** Students are given additional opportunities to explore careers with Introduction to Marketing I and II and Accounting. They can get practical experience in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses with Personal Finance. Consumer Math's comprehensive review and study of arithmetic skills has both personal and vocational applications.
- **Health and Physical Education:** Students can earn credit and learn essential skills with the courses Skills for Health and Physical Education. Physical Education, which may be repeated for additional semesters as needed to meet state standards, requires daily physical activity, verified by a parent or mentor. Both courses are also available as credit recovery.
- **Communications:** Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing.
- **Elective Advanced Placement courses:** Including Macroeconomics, Microeconomics, and Psychology: Depending on the policies of the college they attend, students may receive college credit, advanced placement, or both by taking the AP exam associated with an AP course and earning a score of 3 or higher.

- **College and Career Readiness:** Students are guided through high school with a series of courses called Finding Your Path. These courses, which include K12's school-counseling tool, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals. Other courses that focus on study skills, school success, and future plans include Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning. Examples of college and Career Readiness courses include:

Career Technical Education

K12 recognizes that student plans after high school will vary and may include immediate immersion in the work force as well as post-secondary education. K12 has recently augmented their catalog and will continue to expand their offerings in the area of CTE to increase students' career and industry readiness by high school graduation. Examples of these CTE offerings extend from individual courses that are part of their catalog to sequences of courses in programs that result in preparedness to earn industry-recognized certifications.

K12 offers a wide range of CTE courses, from career exploration courses to in-depth content in 30 of the Career Pathways™ in six of the sixteen National Career Clusters™. K12 is continuing to develop additional exploration courses and in-depth courses based on other pathways identified in the National Career Cluster Framework.

Remediation and Credit Recovery

K12 and its curriculum experts are prepared to meet all students where they are. The K12 curriculum also provides two kinds of courses for struggling students, "at risk" students, and students who have not successfully completed courses required for graduation:

- **Remediation courses:** These courses bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students' current knowledge and provide the instruction needed for them to successfully continue their studies at a high school level.
- **Credit recovery courses:** These courses allow students to gain credit for courses they have previously taken and not completed successfully. They include diagnostic unit tests assessing students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment teacher-graded assignments and assessments, as appropriate.

SPECIFIC RESEARCH AND BEST PRACTICE USED IN DESIGN

K12 provides a rich, research-based curriculum that has been proven to deliver strong student achievement and growth. The program is designed to meet the needs of diverse student populations by integrating multiple assessment tools, cognitive learning strategies, and instructional supports. The pedagogical approach incorporates development of a research-based curriculum with built-in cognitive science-based learning strategies and a design that anticipates and assesses for common misconceptions that interfere with student learning and progress. K12 provides a full service product unique in the e-

learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers designed to leverage best practices from brick and mortar classrooms that are adapted to the e-learning environment.

A Research-based Pedagogical Basis

Extensive and ongoing research ensures that the K12 curriculum is based on sound principles of instructional design and delivery. The research base includes:

- **Research on the Structure of Expert Knowledge:** (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area
- **Research on General Instructional Principles:** empirically-tested principles of online instruction using multimedia resources
- **Research on Teaching Specific Topics and Addressing Possible Misconceptions:** helping students overcome misconceptions related to complex instructional objectives
- **iNACOL National Standards for Quality Online Courses, version 2:** including online course guidelines for content, instructional design, student assessment, technology, and course evaluation and support
- **Proven Strong Student Achievement and Outcomes:** performance evaluations based on a variety of assessments administered throughout the school year to inform and evaluate the teaching and learning cycle
- **A Curriculum Designed to Meet Diverse Needs:** providing unit-level and lesson-level goals and objectives, online and offline activities, and other attributes to meet diverse student needs
- **Multiple Assessment Tools and Strategies:** assessment tools and strategies linked to learning objectives allowing students to demonstrate what they have learned in a variety of ways
- **Cognitive Science Research on How Students Learn:** K12 has an Assessment and Research team dedicated to reviewing and synthesizing cognitive science research who work with course development teams to ensure that K12 course developers draw on methods shown by scientific research to be effective in improving learning. The Assessment and Research team includes a doctorate-level cognitive science statistician who has conducted original research specific to e-learning teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curriculum, the team also conducts evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, student performance measurement, and instructional strategies are targeted to ensure best practice and student accessibility to K12 curriculum.

K12 Inc. has documented how our courses are aligned to Florida online courses including alignment to the Florida Standards, the Mathematics Florida Standards (MAFS), Language Arts Florida Standards

(LAFS), and the Next Generation Sunshine State Standards for Science (NGSSS)). The K12 curriculum is also aligned to K12 Inc.'s mission to help students reach their full potential through inspired teaching and personalized learning.

iNACOL National Standards for Quality Online Courses, version 2

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outline quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations use these standards as a rubric for evaluating the quality of any online courses they wish to offer. The iNACOL standards were revised in late summer 2011. K12's courses have been so widely recognized for embodying best practices for online learning that K12's curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—includes reformulated standards that are more easily applicable and verifiable in the growing landscape of different online scenarios.

A K12 evaluation of its courses against the iNACOL standards reveals high marks for compliance. Documentation for alignment with the 2011 standards is available for review.

Proven to Deliver Strong Student Achievement and Outcomes

To assess the effectiveness of curriculum and instruction across all K12 public school programs (which, state by state, follow different standards and administer different assessments), K12 uses a variety of readiness, formative, summative, and state-required assessments at applicable grade levels. Readiness assessments offer an initial benchmark for student skill level in each core area, which allows teachers to differentiate instruction based on student needs. Summative and state-required assessments are used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year. Student performance is evaluated to inform and evaluate the teaching and learning cycle.

A Curriculum Designed to Meet Diverse Needs

- Each K12 course follows a carefully organized scope and sequence articulating measurable unit-level goals and lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives, K12 creates and assembles a wide variety of learning components to satisfy the diverse needs of students in multiple learning environments.
- K12 lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.
- Online and offline activities within the K12 curriculum can be adapted in ways to accommodate student needs, and new tools allow high school teachers to adjust and augment curriculum for individual students.

- The K12 curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.
- K12 is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

A Curriculum with Multiple Assessment Tools and Strategies

- K12 assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored multiple choice tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- K12's assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.
- Appropriate assessments are built into almost every lesson to evaluate mastery and guide instruction to remediation or enrichment.

BASIS FOR AND FREQUENCY OF REVISION

K12 Inc. reviews course content on a regular basis to update and enhance course content, materials, instructions and assessments. Every student and teacher benefits from courses including assessments that take advantage of the newest standards, proven instructional methods and the latest technology. Regardless of the reason, K12 Inc. is committed to maintain up-to-date, standards-based, fully aligned courses. K12 Inc. has an in-house product development team that stays in touch with changes and quickly acts to keep courses current.

Each year our content development group prepares a development plan for new courses and course enhancements based on emerging needs, client feedback, and input from teaching staff. In general, K12 courses are revised or redeveloped every few years, depending on age and changes in academic standards. State and national standards are subject to review and change for any given year due to real world contexts.

User feedback is reviewed daily and minor changes, called "maintenance", are made throughout the year based on the feedback. Feedback is a crucial part of the course development process and maintenance of the course.

RESEARCH RELATED TO EFFECTIVENESS OF CURRICULUM

K12 Inc., using the K12 suite of services and instructional curriculum and courseware has shown academic success and achievement in the schools it serves across the country.

- In 2018, AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, renewed its five year quality assurance accreditation of K12 Inc. AdvancED is the world's largest education community. AdvancED was created through a 2006 merger of the PreK-12 divisions of the North Central Association (NCA) and the Southern Association of Colleges and Schools (SACS)—and expanded through the 2011 acquisition of the Northwest Accreditation Commission (NWAC).

AdvancED conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. AdvancED Education Service Agency (ESA) Accreditation is a systems approach to improving learner performance results over time. This Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the corporation - the leadership, schools, and classrooms served - work together to meet the needs of learners.

To earn and maintain Accreditation, K12 Inc. must:

- Meet quality standards set forth by AdvancED.
 - Engage in a continuous process of improvement.
 - Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).
- In 2015, the FuelEd Instructional Services Team received a five year accreditation renewal from AdvancED to 2020. The original accreditation was awarded in 2010.
 - In 2007, K12 Inc. managed public schools graduated their first cohort of just 12 students. Since that time, more than 40,000 students have earned a high school diploma including more than 8,500 students who graduated in 2018 from online and blended schools using the K12 education program. Students graduating from K12 Inc. virtual schools have enrolled in hundreds of higher education institutions. They can be found attending selective universities, schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers--in the military, apprenticeship programs, on the job training or directly into the workforce.

K12's Suite of Curriculum Content and Assessment

School leaders and teachers will review curriculum, assessments, and supplemental materials each year or upon a change in state standards and/or assessments, to ensure standards alignment and ability to differentiate instruction and assessment. This includes instructional mapping, which is a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level. Modifications will be made throughout the year as determined by the school leaders and teachers as necessary.

K12's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from nearly 70 national and international subject area associations.

- AAAL—American Association for Applied Linguistics
- AAAS—American Association for the Advancement of Science
- AAPT – American Association of Physics Teachers
- AATF—American Association of Teachers of French
- AATG—American Association of Teachers of German
- AATSP—American Association of Teachers of Spanish and Portuguese
- Accessible Book Consortium
- ACL—American Classical League
- ACTE – Association for Career and Technical Education
- ACTFL—American Council on the Teaching of Foreign Languages
- ADA National Network
- ADP/Achieve.org—American Diploma Project from www.Achieve.org
- Advance CTE
- AERA—American Educational Research Association - <http://www.aera.net>
- APA—American Philological Association
- Assistive Technology Industry Association
- CCSSO—Council of Chief State School Officers – www.ccsso.org
- CEFR—Common European Framework of Reference for Languages
- Center for Civic Education
- Center on Online Learning and Students with Disabilities
- CLTA—Chinese Language Teachers' Association
- CRESST—National Center for Research on Evaluation, Standards, & Student Testing – www.cresst.org
- Final Report 2008: Foundations for Success
- Getty Education Institute for the Arts
- Head Start
- IAD—International Dyslexia Association
- ILR—International Language Roundtable
- ILTA—International Language Testing Association
- iNACOL—International Association for K–12 Online Learning
- IRA—International Reading Association
- IUPAC—International Union of Pure and Applied Chemistry
- MCREL—Mid Continent Research for Education and Learning
- NAEA—National Art Education Association
- NAEP—National Assessment of Educational Progress – www.nces.ed.gov/nationsreportcard
- NAS—National Academy of Science
- NASPE—National Association for Sport and Physical Education
- National Art Education Association
- National Association for Gifted Children
- National Association for Music Education
- National Center on Accessible Education Materials
- National Center on Universal Design for Learning

- National Geographic
- National Mathematics Advisory Panel
- NCAA
- NCEE—National Council on Economic Education
- NCES – National Center for Education Statistics – www.nces.ed.gov
- NCHE—National Council for History Education
- NCHS—National Center for History in the Schools
- NCSA—National Conference on Student Assessment - <http://www.ccsso.org/ncsa.html>
- NCSS—National Social Studies Standards
- NCTE—National Council of Teachers of English
- NCTM—National Council of Teachers of Mathematics
- NETS/ISTE—National Educational Technology Standards from the International Society for Technology in Education
- NGSS—Next Generation Science Standards
- NICHD—National Institute of Child Health and Human Development
- NIFL—National Institute for Literacy
- NRP—National Reading Panel
- NSTA—National Science Teachers Association
- PARCC—Partnership for Assessment of Readiness for College and Careers
- Partnership for 21st Century Skills
- PISA—Programme for International Student Assessment – www.oecd.org/pisa/aboutpisa
- President's Council on Fitness, Sports, and Nutrition
- Quality Indicators for Assistive Technology
- Smarter Balanced Assessment Consortium
- Teachers of English to Speakers of Other Languages
- The College Board
- The President's Challenge
- W3C—World Wide Web Consortium
- WCAG—Web Content Accessibility Guidelines

EVIDENCE THAT CONTENT IS FREE OF BIAS AND ACCESSIBLE FOR STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY

Bias is prevented in both content and assessments by rigorous training of Content Specialists, Writers, Instructional Designers, Visual Designers, and Editors. The K12 Inc. Style Guidelines devote a section to how to guard against demographic, geographic, political, racial and intellectual bias. Here is our policy statement on the issue:

Multiculturalism and the K12 Curriculum Within the American and Global Contexts

The motto on the Great Seal of the United States—E pluribus unum (“out of many, one”)—affirms the bold ambition of our country to forge a unified nation out of a wide diversity of backgrounds and beliefs. At K12 Inc., we believe that students should understand and value both the pluribus and the unum—that they should learn about both the cultural diversity that distinguishes our nation and the common inheritance that unites us as Americans.

The vision for K12 Inc. announced in 2007 placed that unifying American inheritance, which remains at the core of our curriculum, within a more global context:

Our Vision: To provide any child access to exceptional and meaningful curriculum and tools that enables him or her to maximize his or her success in life regardless of geographic, financial, or demographic circumstance. The ideals of the italicized words were realized in 2008 through the creation of the K12 Inc. International Academy, now serving students around the world.

To help our students grasp the common American inheritance within its global context, K12 Inc. is committed to developing a curriculum that is multicultural, pluralistic, and inclusive—a curriculum that seeks to weave many and diverse strands into the educational tapestry. Through this curriculum, we seek not only to educate students who are academically well prepared but also to develop students who

- Understand the characteristics and contributions of American culture and cultures throughout the world.*
- Understand that societies reflect contributions from many cultures.*
- Develop attitudes of mutual acceptance and respect for others, regardless of heritage, background, gender, disability, or social status.*

To achieve these goals, we feel it is important to broaden students' knowledge of the world beyond themselves; reach beyond the particularities of their immediate situation and singular heritage; and open their mind and imagination to a diverse range of people, cultures, ideas, and achievements. Mutual respect and understanding begin when one can transcend provincial limitations and see oneself as part of both an interdependent global community and a larger historical process.

Accessibility for Students with Disabilities and Limited English Proficiency

Since 2001, K12 Inc. has served students with disabilities. In the SY2015-2016 about 13.8% of students attending K12 Inc. virtual academies which are responsible for providing special education services are students with exceptionalities across all disability categories. Students with disabilities are served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act (“IDEA” at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education is provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA, and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent, Americans with Disabilities Amendment Act (ADAA). K12 Product Development utilizes the Web Content Accessibility Guidelines 2.0 Level A and AA (WCAG 2.0 A & AA) as the rubric we strive for in making sure our curriculum, communication, and resources are accessible. This is done to provide an accessible platform that is compatible with accessibility API's, assistive technology, and language translation programs. Our use of a variety of resources including the National Instructional Media Access Center, Book share and other means of flexible formatting help us to be able to meet the accessible educational media needs of our users in accordance with the National Instructional Media Standard (NIMAS).

To meet the needs of exceptional learners, our K12 virtual education courses are accessible, meaning exceptional learners can physically access the information and learning resources as effectively as

students not identified as exceptional. Our courses are also supportive, meaning the exceptional learner finds support built into the course design, materials, and learning activities that minimize the negative impact of the student's learning weaknesses and maximize the use of their learning strengths. Students enrolled in virtual charter schools and district virtual instruction programs served by K12 Florida LLC ("K12") are provided with accessibility to all coursework in accordance with their Individualized Education Programs (IEPs) through resources (from K12 and/or the school district, as applicable) tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

K12 curriculum is designed using the concept of Universal Design for Learning (UDL) and provides students with:

- *multiple means of representation so that learners have various options for acquiring information*
- *multiple means of expression so that learners have alternative ways to show that learning has occurred*
- *multiple means of engagement to increase motivation and tap into students' interests*

Multiple Means of Representation

- Content presented in video, audio, slide show and other
- Reading materials at multiple difficulty levels
- Reading materials with supportive resources
- Presentations at variable complexity levels
- Graphic representations such as concept maps and graphic organizers
- Illustrative representations such as diagrams and simulations

Multiple Means of Expression

- Alternative forms of text input and other augmentative communication tools
- Media-based assignments: drawings, maps, diagrams, videos, slideshows, web pages
- Reduced text assignments: outlines, concept maps, tables, graphs, hands-on activities
- Supportive tools: spelling and grammar checkers, drawing programs, outliners
- Social networking options: online chat, instant messaging
- Shared writing and peer editing

Multiple Means of Engagement

- Role-playing
- Online chat
- Threaded discussions
- Brainstorming activities
- Team inquiry projects
- Online experiments

Web-based content in K12 courses are made accessible to students with disabilities by incorporating:

- digital books, text-to-speech software, large print text, graphic images, or manipulatives
- response accommodations such as a word processor with voice recognition, graphic organizers, or other.
- technologies such as screen reader software, screen magnifiers, word prediction software, audio

books or other more traditional technologies and supports.

- Scheduling accommodations such as extended due dates, shorter periods of work time, or assignments presented in small chunks (Beech, 2012).

Accessibility for Students with Limited English Proficiency

The K12 courseware lends itself to providing age- and grade- appropriate content for English Learners. EL students will receive comprehensive instruction for the core curriculum to ensure progress that is comparable to that of native English speakers.

The flexibility of the curriculum allows sheltered instruction and mainstream/inclusion delivery models to be integrated so that EL students are provided with equal access to the same scope and sequence as the instruction provided to the non-EL students at the same grade levels, while providing specific accommodations.

In the sheltered instructional model, students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms. In the mainstream inclusion model, EL students receive instruction with ESOL strategies during the synchronous sessions with non-EL students.

The curriculum will enable students in the EL program to meet the same curriculum standards as non-EL students in English/Language Arts and content area instruction. A program of EL instruction will be implemented according to the student’s individual needs based on their EL plan, and will be delivered by teachers with appropriate certification and/or endorsement. Instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing EL instruction, cyber charter schools and district virtual instruction programs served by K12 will also ensure that teachers are implementing EL strategies in mathematics, science, social studies, and other courses on the student’s schedule following state guidelines.

In addition to the core curriculum, general EL instructional strategies will:

- Provide a learning environment that provides a sense of comfort
- Establish a daily routine for the student
- Use as many of the senses as possible to present information to students
- Provide EL students guidelines for written work
- Provide alternative instruction when appropriate
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the EL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities

- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) COURSE APPROVAL

Since its inception, K12 Inc. has been committed to creating thoroughly researched, high quality curriculum that is aligned to state and national standards. In the past, the National Collegiate Athletic Association (NCAA) has found K12 core courses as meeting the requirements for establishing the initial-eligibility status for high school student-athletes wishing to compete in college. However, course eligibility is dependent on each school's delivery model based on their compliance with NCAA non-traditional legislation by applying as a Non-traditional Program. Additional information can be found at: http://fs.ncaa.org/Docs/eligibility_center/OVN/New_School_Review_Tutorial.pdf

POLICIES AND PROCEDURES

- **All school policies and procedures. To address specific questions in this application, please provide policies and procedures related to the following topics in an easy-to-find location on this disclosure website so they can be reviewed: non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements.**

Nine documents have been provided that collectively address the requested policies and procedures for cyber charter schools and district virtual instruction programs (including the *Florida Cyber Charter Academy Parent/Student Handbook* and the *Florida Learning Coach Success Guide*). K12 follows all district mandates and policies as outlined in the individual district contracts. Information about those unique district policies and procedures can be found on K12's *All Participating Schools in Florida* website www.k12.com/participating-schools/florida.

Policies and procedures related to the following topics for cyber charter schools that K12 provides virtual instruction services to (non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements) can be found by clicking on the Florida Virtual Instruction Programs Disclosure Information link on K12's website (www.k12.com) which will take visitors to the K12 Virtual Instruction Provider Information and the following documents and others:

- Academic Integrity Policies and Parental Supervision
- Anti-Discrimination Policy
- Attendance Participation and Performance Policy
- Nonsectarian Policy
- State Testing Policies and Procedures
- Student Admission and Enrollment Eligibility and Requirements
- Teacher and Parent Responsibilities and Teacher to Student and Parent Interactions
- FLCCA Parent/Student Handbook 2018-2019

- Florida Learning Coach Success Guide

CERTIFICATION STATUS AND PHYSICAL LOCATION OF STAFF

- **Certification status and physical location (state of residence) of all administrative and instructional personnel, to include state certification(s), highly-qualified status, out-of-field, National Board certified, ESOL-endorsed or similar credential in other state, and reading-endorsed or similar credential in other state.**

The certification status and physical location (state of residence) of all administrative and instructional personnel employed in district virtual instruction programs and cyber charter schools served by K12 at the time of this application are found on the disclosure website www.k12.com in documents “FLCCA Instructional and Administrative Staff” and “K12 Florida LLC District VIP Instructional and Administrative Staff”.

HOURS AND AVAILABILITY OF INSTRUCTIONAL PERSONNEL

Individual teachers are available during the traditional school day and will set appointments to meet with parents and/or students outside of the traditional day when necessary. Teachers are expected to respond to communications within 24 hours and grade assignments within 72 hours.

AVERAGE STUDENT-TEACHER RATIOS AND TEACHER LOADS

- **Average student-teacher ratios and teacher loads for full-time and part-time teachers by grade-level bands K-3, 4-8 and 9-12 and for core and elective courses.**

K12 takes into account the needs of the individual students, families, schools, and teachers in assigning teacher loads. An average teacher load for elementary grades K-3 full-time core courses is 65; grades K-3 part-time core courses (0.5 teacher) is 35; average teacher load for K-3 full time electives is 250, and K-3 part time (.5) electives is 125. For the grade level band of 4-8 the average teacher load is calculated taking into consideration the 4-5th grade average teacher load and the 6-8th grade average teacher load. The grades 4-5 average teacher load mirrors the grades K-3 average teacher load, and the grades 6-8 average teacher load mirrors the grades 9-12 average teacher load. As such, the average teacher load for grades 4-8 full-time core courses is 132; grades 4-8 part-time core courses (0.5 teacher) is 67; average teacher load for grades 4-8 full time electives load is 250, and grades 4-8 part time (.5) electives is 125. An average teacher load for grades 9-12 full-time core courses is 200; grades 9-12 part-time core courses (0.5 teacher) is 100 ; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

Students in the online environment are not divided up into class periods, and as such student-teacher ratios in this environment are complex to calculate. Teachers most often work with students in a 1:1 ratio to review course content, provide individualized feedback or deliver instructional support. Teachers may also work in small groups with students in a 5:1 or 10:1 or 25:1 setting for support or direct instruction. Other interactions or class meetings can be up to 200:1 if the full class is invited to a synchronous session. The student teacher ratio is fluid based on the nature of the student-teacher interaction. Using the average teacher loads, and considering a typical brick and mortar school day of 6 periods for grades 6-12 and electives (with grades K-3 not divided into class periods), the

average student-teacher ratios can be calculated as follows: grades K-3 full time core courses 65:1; grades K-3 part time core courses 35:1; grades K-3 grades full time electives 42:1; grades K-3 part time electives 21:1; grades 4-8 full time core 22:1; grades 4-8 part time core 11:1; grades 4-8 full time electives 42:1; grades 4-8 part time electives 21:1; grades 9-12 full time core 33:1; grades 9-12 part time core 17:1; grades 9-12 full time electives 42:1; and grades 9-12 part time electives 21:1.

STUDENT COMPLETIONS AND PROMOTIONS

- **Student completions (percent completions and percent successful completions) and promotion rates in total and by subgroup*. Student completion calculations are to include all students who are enrolled for more than 14 calendar days in a course.**

Completion and Promotion in District Virtual Instruction Programs

District virtual instruction programs served by K12 had a completion rate of 92.60% for the 2015-2016 school year, 91.10% for the 2016–2017 school year, and 90.36% for the 2017-2018 school year. Completion rates include all students who were enrolled for more than 14 calendar days in a course.

In the grades K-8 district virtual instruction programs, student completion rates are the same as the successful completion rates and student promotion rates. However, in high school a student is not necessarily retained due to a failed course, but will be considered a successful completer for only courses they pass. For example, if they passed Algebra in semester one, but not in semester 2, the student would be considered a successful completer for only semester 1 of Algebra.

Percent of Subgroup Completions and Promotions by School Year			
	% of Completions/ Promotions in SY15-16	% of Completions/ Promotions in SY16-17	% of Completions/ Promotions in SY17-18
English Language Learner	100.00%	90.00%	83.33%
Free & Reduced Lunch Eligible ¹	93.36%	90.02%	87.82%
Special Education	92.73%	92.06%	78.87%
504 Plan	87.50%	87.50%	91.67%
Gifted or Talented	100.00%	100.00%	100.00%

¹ Where any of the following phrases are used throughout this document, the subsequent information contained in this footnote is to be considered applicable: “Free & Reduced Lunch Eligible”; “Free/Reduced Lunch Students”; “Economically Disadvantaged”; and “economically disadvantaged students.” Laws and regulations vary significantly from one state to the next and are constantly evolving. States sometimes change policies and practices regarding how to identify students who are economically disadvantaged. For example, determining how and which students are eligible for free and reduced-price lunch. Data shows that these students usually underperform students identified as not eligible for subsidized meals. There are several different methods of identifying students who are economically disadvantaged. Public schools must comply with state policies regarding identification and reporting of students who are economically disadvantaged. State online schools face unique challenges when identifying students who are economically disadvantaged, and our internal data may be different than state reported data on the schools.

School Year 2015 – 2016 Completions and Promotions for Ethnic Subgroups			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/ Promotion
African-American	16	16	100.00%
American Indian	*	*	*
American Indian or Alaska Native	*	*	*
Asian	19	19	100.00%
Asian or Pacific Islander	*	*	*
Black (not Hispanic)	19	22	86.36%
Black or African-American	93	103	90.29%
Declined to State	*	*	*
Hispanic	65	69	94.20%
Hispanic or Latino	134	138	97.10%
Multi-racial	11	14	78.57%
Native Hawaiian or Other Pacific Islander	*	*	*
Other	*	*	*
Undefined	145	156	92.95%
White	76	80	95.00%
White (not Hispanic)	95	100	95.00%
White or Caucasian	326	360	90.56%
Grand Total	1013	1094	92.60%

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

School Year 2016 - 2017			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	13	13	100.00%
American Indian	*	*	*
American Indian or Alaska Native	*	*	*
Asian	29	32	90.63%
Asian or Pacific Islander	*	*	*
Black (not Hispanic)	17	18	94.44%
Black or African-American	121	132	91.67%
Declined to State	**	**	**
Hispanic	31	32	96.88%
Hispanic or Latino	141	156	90.38%
Multi-racial	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*
Continued on next page.			

School Year 2016-2017, continued			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
Other	*	*	*
Undefined	186	198	93.94%
White	40	41	97.56%
White (not Hispanic)	65	68	95.59%
White or Caucasian	396	451	87.80%
Grand Total	1065	1169	91.10%

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

**No students in this population.

School Year 2017-2018			
Ethnic Subgroups	# of Students that Completed Coursework and were Promoted	Total # of Students Participating	Completion/Promotion
African-American	*	*	*
American Indian	**	**	**
American Indian or Alaska Native	*	*	*
Asian	26	28	92.86%
Asian or Pacific Islander	*	*	*
Black (not Hispanic)	*	*	*
Black or African-American	110	120	91.67%
Declined to State	*	*	*
Hispanic	25	27	92.59%
Hispanic or Latino	115	130	88.46%
Multi-racial	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*
Other	*	*	*
Undefined	192	207	92.75%
White	25	25	100.00%
White (not Hispanic)	45	48	93.75%
White or Caucasian	393	444	88.51%
Grand Total	965	1068	90.36%

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

**No students in this population.

Promotion Rates in Florida Cyber Charter Academies

Below are promotion rates by school and by special category for SY2015-16 and SY2016-2017. These numbers represent the percentage of students that moved up at least one grade level from one school year to the next. SY2017-2018 school promotion rates were not available from FLDOE at the time of the submission of this application.

AGGREGATE PROMOTIONS BY SCHOOL					PERCENTAGES	
Dist #	Dist Name	School #	School Name ²	Year Opened	SY15-16	SY16-17
6	Broward	5059	FLCCA at Broward County	13-14SY	92.40%	**
10	Clay	663	FLCCA at Clay County	14-15SY	*	94.74%
16	Duval	5371	FLCCA at Duval County	13-14SY	58.57%	69.19%
29	Hillsborough	7678	FLCCA at Hillsborough County	14-15SY	84.30%	*
49	Osceola	153	FLCCA at Osceola County	12-13SY	74.58%	96.58%
50	Palm Beach	4040	FLCCA at Palm Beach County	13-14SY	97.28%	**
51	Pasco	4325	FLVA at Pasco County	13-14SY	72.93%	85.89%
52	Pinellas	7341	FLVA at Pinellas County	14-15SY	71.95%	93.91%

*: To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed.

**: No students in this population.

FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY SPECIAL POPULATION		PERCENTAGES	
BROWARD		SY15-16	SY16-17
Students with Disabilities		87.50%	**
Free/Reduced Lunch Students		91.11%	**
ESL Students		80.00%	**
CLAY		SY15-16	SY16-17
Students with Disabilities		*	100.00%
Free/Reduced Lunch Students		*	100.00%
ESL Students		*	**
DUVAL		SY15-16	SY16-17
Students with Disabilities		44.83%	63.64%
Free/Reduced Lunch Students		51.00%	67.29%
ESL Students		50.00%	33.33%
HILLSBOROUGH		SY15-16	SY16-17
Students with Disabilities		75.86%	*
Free/Reduced Lunch Students		81.82%	*
ESL Students		60.00%	*

Continued on next page.

² By June 30, 2016, Florida virtual charter schools managed by K12 Florida LLC changed their names from "Florida Virtual Academy (FLVA) at XX County" to "Florida Cyber Charter Academy (FLCCA) at XX County." A few school district authorizers, however, continued to use the FLVA naming convention after 6.30.16, for instance, when reporting virtual charter school data to FLDOE. In this application, we have referenced each virtual charter school according to the school name used by FLDOE in its reports.

FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY SPECIAL POPULATION, continued	PERCENTAGES	
OSCEOLA	SY15-16	SY16-17
Students with Disabilities	53.85%	100.0%
Free/Reduced Lunch Students	73.33%	94.29%
ESL Students	33.33%	75.00%
PALM BEACH	SY15-16	SY16-17
Students with Disabilities	95.65%	**
Free/Reduced Lunch Students	89.29%	**
ESL Students	**	**
PASCO	SY15-16	SY16-17
Students with Disabilities	50.00%	82.14%
Free/Reduced Lunch Students	57.78%	88.14%
ESL Students	**	66.67%
PINELLAS	SY15-16	SY16-17
Students with Disabilities	69.57%	96.15%
Free/Reduced Lunch Students	59.32%	98.41%
ESL Students	**	100%

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

**No students in this population.

FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY ETHNICITY	PERCENTAGES	
BROWARD	SY15-16	SY16-17
American Indian or Alaska Native	100.00%	**
Asian	100.00%	**
Black or African-American	91.14%	**
Hispanic or Latino	90.57%	**
Native Hawaiian or Other Pacific Islander	**	**
Two or More Races	100.00%	**
White	92.55%	**
CLAY	SY15-16	SY16-17
American Indian or Alaska Native	*	**
Asian	*	**
Black or African-American	*	100.00%
Hispanic or Latino	*	66.67%
Native Hawaiian or Other Pacific Islander	*	**
Two or More Races	*	100.00%
White	*	95.83%
DUVAL	SY15-16	SY16-17
American Indian or Alaska Native	**	**
Asian	40.00%	33.33%
Black or African-American	48.91%	65.41%
Hispanic or Latino	69.57%	76.09%
Continued on next page.		

FLORIDA CYBER CHARTER ACADEMY PROMOTIONS BY ETHNICITY		PERCENTAGES	
DUVAL, continued		SY15-16	SY16-17
Native Hawaiian or Other Pacific Islander		0.00%	100.00%
Two or More Races		68.42%	80.00%
White		61.88%	69.15%
HILLSBOROUGH		SY15-16	SY16-17
American Indian or Alaska Native		100.00%	*
Asian		100.00%	*
Black or African-American		87.23%	*
Hispanic or Latino		79.55%	*
Native Hawaiian or Other Pacific Islander		**	*
Two or More Races		94.12%	*
White		81.90%	*
OSCEOLA		SY15-16	SY16-17
American Indian or Alaska Native		**	100.00%
Asian		100.00%	100.00%
Black or African-American		75.00%	88.89%
Hispanic or Latino		61.36%	96.00%
Native Hawaiian or Other Pacific Islander		100.00%	100.00%
Two or More Races		100.00%	100.00%
White		79.66%	97.96%
PALM BEACH		SY15-16	SY16-17
American Indian or Alaska Native		100.00%	**
Asian		100.00%	**
Black or African-American		97.44%	**
Hispanic or Latino		97.22%	**
Native Hawaiian or Other Pacific Islander		**	**
Two or More Races		100.00%	**
White		96.67%	**
PASCO		SY15-16	SY16-17
American Indian or Alaska Native		**	**
Asian		**	**
Black or African-American		77.78%	100.00%
Hispanic or Latino		61.90%	92.00%
Native Hawaiian or Other Pacific Islander		**	**
Two or More Races		80.00%	75.00%
White		74.49%	83.87%
PINELLAS		SY15-16	SY16-17
American Indian or Alaska Native		**	100.00%
Asian		0.00%	**
Black or African-American		72.73%	87.50%
Hispanic or Latino		76.47%	100.00%
Native Hawaiian or Other Pacific Islander		**	**
Two or More Races		57.14%	83.33%
White		72.66%	94.59%

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

**No students in this population.

SCHOOL PERFORMANCE ACCOUNTABILITY OUTCOMES

- **Student, educator, and school performance accountability outcomes. Please include, at minimum, student standardized assessment results in total and by subgroup* (also provide name of assessment), state assessment results, if available, by total and subgroup, percent of teacher evaluations based on student performance, school grades, if applicable, other school/program ratings, dropout rates, graduation rates.**

** Subgroups to include students from major racial and ethnic groups, economically disadvantaged students, students with disabilities, and students with limited English proficiency.*

District Virtual Instruction Programs Performance on State Assessments for 2016-17 and 2017-18

Grade level and subgroup performance in English Language Arts and Mathematics

ENGLISH LANGUAGE ARTS				
Grade Level	2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested
3rd Grade	72%	92	67%	76
4th Grade	54%	102	69%	86
5th Grade	61%	105	59%	96
6th Grade	79%	80	69%	68
7th Grade	69%	55	81%	52
8th Grade	90%	68	90%	51
9th Grade	83%	35	73%	48
10th Grade	66%	56	82%	33

From 2016-17 to 2017-18, the percent of students in the proficient category improved or remained stable in 4 grades. Improvements ranged from 12 to 15 points. The percent of students in the proficient category declined in 4 grades. The percent of students in the proficient category who declined ranged from 2 to 10 points.

MATHEMATICS				
Grade Level	2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested
3rd Grade	48%	93	55%	74
4th Grade	47%	103	56%	86
5th Grade	45%	110	42%	98
6th Grade	63%	80	48%	67
7th Grade	58%	48	77%	44
Continued on next page.				

MATHEMATICS, continued				
Grade Level	2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested
8th Grade	71%	52	70%	40
Algebra 1	56%	61	68%	41
Geometry	46%	41	62%	34

From 2016-17 to 2017-18, the percent of students in the proficient category improved in 5 grades. Improvements ranged from 5 to 19 points. The percent of students in the proficient category declined in 3 grades. The percent of student in the proficient category who declined ranged from 1 to 15 points.

ENGLISH LANGUAGE ARTS: % PROFICIENT		
Grade Level	2016-17	2017-18
All Students	70%	71%
Economically Disadvantaged	62%	60%
Students with Disabilities	56%	69%
English Learners	78%	77%
White/Caucasian	66%	68%
African American	61%	70%
Hispanic	78%	79%
Asian	82%	81%
American Indian/Alaskan Native	NA	NA
Native Hawaiian or other Pacific Islander	NA	NA
Students of Multiple Races/Multiracial	61%	72%

From 2016-17 to 2017-18 in English/Language Arts the percentage of students in the proficient category improved for students in the subgroups of: Students with Disabilities, White/Caucasian, African American, and Hispanic. Improvements ranged from 1 to 13 points. The percent of students in the proficient category within the Economically Disadvantaged, English learners, and Asian subgroups declined by 1-2 points. Overall, students improved by 1 point. Data is not available for the Native Indian/Alaskan Native and Native Hawaiian or other Pacific Islander subgroups due to small student counts.

MATHEMATICS: % PROFICIENT		
Grade Level	2016-17	2017-18
All Students	53%	57%
Economically Disadvantaged	37%	44%
Students with Disabilities	51%	65%
English Learners	63%	63%
White/Caucasian	53%	55%
African American	35%	55%
Hispanic	59%	57%
<i>Continued on next page.</i>		

MATHEMATICS: % PROFICIENT, continued		
Grade Level	2016-17	2017-18
Asian	81%	78%
American Indian/Alaskan Native	NA	NA
Native Hawaiian or other Pacific Islander	NA	NA
Students of Multiple Races/Multiracial	53%	65%

From 2016-17 to 2017-18 in mathematics, the percent of students scoring in the proficient category improved or remained stable from 2016-17 to 2017-18 in every subgroup within the District Virtual Instruction Programs except for the Hispanic and Asian subgroups. Improvements ranged from 1 to 14 points. These two subgroups saw declines of 2 and 3 points, respectively. Overall, students improved by 5 points. Data is not available for the Native Indian/Alaskan Native and Native Hawaiian or other Pacific Islander subgroups due to small student counts.

We do not have access to school-level standardized assessment results.

Florida Cyber Charter Academy Accountability Data 2015-16, 2016-17 and 2017-18

FLCCA Campus	2015-16 Florida School Grade	2016-17 Florida School Grade	2017-18 Florida School Grade
FLORIDA CYBER CHARTER ACADEMY AT CLAY	I	C	C
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	I	D	I
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	I	C	D
FLORIDA VIRTUAL ACADEMY AT PASCO	I	D	C
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	I	C	Voluntarily Relinquished Charter

Florida Cyber Charter Academy State Assessment Data for 2015-16, 2016-17 and 2017-18

Percent At or Above Proficient by grade level, school, year and number of students tested (cells with asterisks do not include a sufficient number of students to report data)

ENGLISH LANGUAGE ARTS							
School	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	3rd Grade	*	3	*	1	*	3
	4th Grade	*	1	*	8	*	1
	5th Grade	*	3	*	2	*	5
	6th Grade	*	1	*	6	*	5
<i>Continued on next page.</i>							

FLORIDA CYBER CHARTER ACADEMY AT CLAY, continued	ENGLISH LANGUAGE ARTS, continued						
	7th Grade	*	3	*	4	*	9
	8th Grade	*	1	*	6	*	9
	9th Grade	*	1	*	1	*	7
	10th Grade	-	-	*	1	*	6
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
	3rd Grade	56%	18	35%	34	48%	23
	4th Grade	31%	16	38%	26	35%	26
	5th Grade	35%	17	33%	42	25%	24
	6th Grade	43%	23	49%	47	30%	46
	7th Grade	44%	27	43%	35	33%	43
	8th Grade	55%	29	42%	52	41%	44
	9th Grade	21%	14	35%	26	39%	28
	10th Grade	70%	10	50%	18	29%	21
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	3rd Grade	*	7	43%	14	41%	41
	4th Grade	*	7	*	8	38%	47
	5th Grade	*	7	*	8	41%	46
	6th Grade	57%	14	60%	10	33%	104
	7th Grade	50%	10	47%	17	37%	106
	8th Grade	60%	10	64%	11	44%	114
	9th Grade	*	5	*	7	38%	104
	10th Grade	*	5	*	6	48%	81
FLORIDA VIRTUAL ACADEMY AT PASCO	3rd Grade	*	4	55%	11	41%	22
	4th Grade	33%	12	*	7	50%	12
	5th Grade	*	6	70%	10	36%	14
	6th Grade	*	8	39%	18	39%	33
	7th Grade	*	9	23%	13	28%	39
	8th Grade	46%	13	39%	23	43%	40
	9th Grade	*	6	48%	21	47%	38
	10th Grade	*	5	40%	10	49%	37
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	3rd Grade	50%	12	90%	10	-	-
	4th Grade	20%	10	*	6	-	-
	5th Grade	9%	11	*	6	-	-
	6th Grade	*	8	*	8	-	-
	7th Grade	27%	11	30%	10	-	-
	8th Grade	40%	10	40%	25	-	-
	9th Grade	*	3	43%	14	-	-
	10th Grade	-	-	*	8	-	-

The small and varying number of charter school students who took the English Language Arts state assessment each year and at each grade level does not yield annual comparative information.

MATHEMATICS							
School	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	3rd Grade	*	3	*	2	*	3
	4th Grade	*	1	*	8	*	1
	5th Grade	*	3	*	2	*	5
	6th Grade	*	1	*	6	*	7
	7th Grade	*	1	*	3	*	9
	8th Grade	*	4	*	5	*	7
	Algebra I	*	1	*	3	27%	11
	Geometry	-	-	*	1	*	5
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	3rd Grade	56%	18	18%	34	30%	23
	4th Grade	6%	18	15%	26	13%	30
	5th Grade	11%	19	19%	43	16%	25
	6th Grade	26%	23	18%	50	16%	49
	7th Grade	31%	29	43%	40	23%	44
	8th Grade	31%	29	18%	49	20%	40
	Algebra I	25%	12	26%	35	29%	34
	Geometry	30%	10	20%	15	32%	22
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	3rd Grade	*	6	29%	14	22%	41
	4th Grade	*	8	20%	10	22%	55
	5th Grade	*	7	*	8	26%	47
	6th Grade	57%	14	50%	10	22%	106
	7th Grade	*	8	44%	16	35%	110
	8th Grade	23%	13	*	8	29%	111
	Algebra I	*	5	33%	12	26%	111
	Geometry	*	5	*	7	30%	79
FLORIDA VIRTUAL ACADEMY AT PASCO	3rd Grade	*	3	27%	11	29%	21
	4th Grade	18%	11	*	7	25%	12
	5th Grade	*	8	18%	11	27%	15
	6th Grade	*	8	33%	18	18%	34
	7th Grade	25%	12	31%	16	28%	40
	8th Grade	23%	13	23%	22	20%	35
	Algebra I	*	3	39%	23	33%	46
	Geometry	*	6	50%	12	35%	46
Continued on next page.							

MATHEMATICS, continued							
School	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL, continued	3rd Grade	25%	12	50%	10	-	-
	4th Grade	*	9	*	8	-	-
	5th Grade	9%	11	*	6	-	-
	6th Grade	*	9	*	9	-	-
	7th Grade	20%	10	50%	10	-	-
	8th Grade	20%	10	25%	24	-	-
	Algebra I	*	3	36%	14	-	-
	Geometry	*	1	*	6	-	-

The small and varying number of charter school students who took the mathematics state assessment each year and at each grade level does not yield annual comparative information.

SCIENCE							
School	Grade Level	2015-16		2016-17		2017-18	
		% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	5th Grade	*	2	*	2	*	5
	8th Grade	-	-	21%	38	*	9
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	5th Grade	18%	17	*	7	20%	25
	8th Grade	35%	31	36%	11	29%	42
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	5th Grade	*	7	*	6	33%	43
	8th Grade	*	7	*	6	30%	117
FLORIDA VIRTUAL ACADEMY AT PASCO	5th Grade	*	4	27%	56	27%	15
	8th Grade	*	8	38%	13	23%	40
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	5th Grade	*	9	21%	24	-	-
	8th Grade	*	7	26%	23	-	-

The small and varying number of charter school students who took the science state assessment each year and at each grade level does not yield annual comparative information.

BIOLOGY END OF COURSE TEST						
School	2015-16		2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	-	-	-	-	*	2
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	*	7	36%	22	50%	14
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	*	2	*	7	60%	65
FLORIDA VIRTUAL ACADEMY AT PASCO	*	3	*	8	59%	34
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	-	-	*	2	-	-

CIVICS END OF COURSE TEST						
School	2015-16		2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	*	1	*	3	*	9
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	45%	20	45%	40	38%	42
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	82%	11	42%	19	42%	109
FLORIDA VIRTUAL ACADEMY AT PASCO	*	5	41%	17	42%	43
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	36%	11	*	9	-	-

US HISTORY END OF COURSE TEST						
School	2015-16		2016-17		2017-18	
	% Proficient	# Students Tested	% Proficient	# Students Tested	% Proficient	# Students Tested
FLORIDA CYBER CHARTER ACADEMY AT CLAY	-	-	-	-	*	4
FLORIDA CYBER CHARTER ACADEMY AT DUVAL	*	1	62%	13	63%	19
FLORIDA CYBER CHARTER ACADEMY AT OSCEOLA	-	-	*	4	51%	61
FLORIDA VIRTUAL ACADEMY AT PASCO	-	-	*	7	64%	22
FLORIDA VIRTUAL ACADEMY AT PINELLAS CHARTER SCHOOL	-	-	*	2	-	-

The small and varying number of charter school students who took the three end of course state assessments each year and at each grade level does not yield annual comparative information. The charter schools did not have a sufficient number of students complete fall and spring school-administered standardized assessments to report trends or comparative information.

SCHOOL GRADES

K12 Florida LLC has continued to qualify as a Virtual Instruction Provider since the last application cycle in 2015. In 2015-2016, 2016-2017, and 2017-2018, K12 Florida LLC maintained a school grade of "B".

TEACHER EVALUATIONS

- **Percent of Teacher Evaluations Based on Student Performance**

At least 30% of the performance objectives weight in K12 teacher evaluations is based on student performance.

DROPOUT AND GRADUATION RATES

Dropout Rates

Florida Cyber Charter Academies

Dropout rates are not yet calculated by the FLDOE.

District Virtual Instruction Programs

K12 continues to work with our district partners as part of the District Virtual Instruction Programs to collect and track student data. Dropout rates are not currently tracked by K12. As the provider of the Virtual Instruction Program, access to this information is not available.

Graduation Rates

Florida Cyber Charter Academies

Graduation rates are not yet calculated by the FLDOE.

District Virtual Instruction Programs

K12 continues to work with our district partners as part of the district virtual instruction programs to collect and track student data. The data below indicates the graduation rates based on full time students enrolled in the district virtual instruction program, where K12 received confirmation from the district that students graduated at the end of the school year.

- SY 2015-2016 96% Graduation rate
- SY 2016-2017 85% Graduation rate
- SY 2017-2018 92% Graduation rate

DISCLOSURE WEBSITE

Provide the link(s) to where this required disclosure information is prominently displayed on your website and the information is up to date: www.k12.com

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C11 - CTE Out of State and Overnight Field Trips

Description

We are asking for tentative approval. We realize that students may not be able to attend based on CDC guidelines or travel restrictions at the time of the events. It is possible that the events may be cancelled by the organizer.

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.

Gap Analysis

Career and Technical Student Organizations (CTSO) are co-curricular organizations for CTE students such as FFA, TSA, FBLA, HOSA, SkillsUSA, and FCCLA. CTSO's extend teaching and learning through innovative programs, business and community partnerships and leadership experiences at the school, state and national levels. CTSO's are a powerful avenue for helping our nation address key challenges such as workforce development, student achievement, economic vitality and global competitiveness. CTSO's are authorized by the U.S. Congress in the Carl D. Perkins Career and Technical Education Improvement Act.

Previous Outcomes

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

Expected Outcomes

It is important to recognize that CTSO's provide students leadership development skills as well as hands on learning through project based activities. CTSO events expose students to new experiences which increases their engagement within their educational experience.

Strategic Plan Goal

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

The CTE Department recommends the school board approves out-of-state or overnight travel for any events on the official CTSO state calendars attached.

Contact

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

Financial Impact

None

Review Comments

Attachments

☞ [CTE Out of State and Overnight Field Trips.pdf](#)

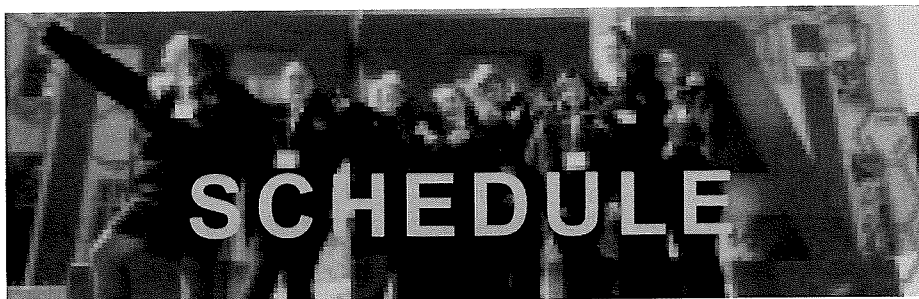
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93RD NATIONAL FFA CONVENTION & EXPO

Oct. 28 – 31, 2020 | Indianapolis

#FFA20

DRAFT



PLANNING
EXHIBITORS

SCHEDULE
SUPPORTERS

Tentative 2020 schedule. All events subject to change.

Wednesday Oct. 28

FFA Expo &
Shopping Mall

Student & Teacher
Workshops

Career Success

Tours

Opening Session 1A

Rodeo

Concert

FFA Blue Room

Thursday, Oct. 29

Opening Session 1B

Student & Teacher
Workshops

Career Success

Tours

National Days of
Service

FFA Expo &
Shopping Mall

Second General
Session

Rodeo

Hypnotist

Concert

FFA Blue Room



Friday, Oct. 30

**Third General
Session**

**FFA Expo &
Shopping Mall**

**Student & Teacher
Workshops**

**Fourth General
Session**

**Career Success
Tours**

**National Days of
Service**

Rodeo

**Fifth General
Session**

Hypnotist

**Sixth General
Session**

FFA Blue Room

Saturday, Oct. 31

**Seventh General
Session (American
FFA Degree
Ceremony)**

FFA Shopping Mall

**Eighth General
Session**



Who We Are



The Sunbelt Ag Expo is an agricultural-based trade show held at Spence Field in Moultrie, Ga. Known as “North America’s Premier Farm Show”® the annual event has more than 1200 exhibitors showcasing the latest in farming technology. Whether you are a large acreage production farmer or a weekend lifestyle farmer the Expo is an event you don’t want to miss.

Mission Statement

Our mission is to produce the premier farm show in the world; one that is conducive to trade and emphasizes information, education and implementation of the latest agricultural technology, research and equipment.

Future Show Dates

- 2020: October 20-22
- 2021: October 19-21
- 2022: October 18-20
- 2023: October 17-19
- 2024: October 15-17

Our Unique Location and Property

The Expo's unique site has a 100-acre exhibit area adjoining a 600-acre working research farm. In the exhibit area, which includes both outdoor and indoor exhibits visitors will find every imaginable product or service a farm could ever need. In addition to the static exhibits visitors can attend educational, entertaining seminars and demonstrations offered in a variety of specialized areas. Visitors can ride take a tram from the exhibit area to the fields where cotton, peanuts, corn, soybeans, and hay are being harvested. These harvesting demonstrations, as well as tillage demonstrations, equipment driving ranges, irrigation technology and precision ag demonstrations all provide opportunities to see and compare a wide range of equipment in an actual working setting. Company representatives and specialists are in the fields to answer visitor questions.



2019 Chapter Presidents Conference (CPC)

Registration Deadline: August 16, 2019

PURPOSE

Chapter Presidents' Conference (CPC) is first in a series of training conferences for chapter FFA officers. The conference helps newly elected chapter officers identify their strengths, develop growth plans, and better prepare them to lead your chapter officer team.

EVENT TIME & LOCATION

August 30-31, 2019
Check – In: 12:00 PM
Event Begins: 2:30 PM

Daytona Beach Hilton
100 North Atlantic Avenue
Dayton Beach, FL 32118

REGISTRATION COST

Student: \$125.00
Adult Double: \$150.00
Adult Single: \$195.00

Prices include lodging, conference materials, shirt, etc. Adult single occupancy is based on availability.

Self-Parking: \$10.00
Valet Parking: \$24.00

ELIGIBILITY

This event is open to two representatives from each chapter, in addition to District, Sub-District and Federation Officers, and seniors who are potential state officer candidates.

CANCELLATION POLICY

Fees are non-refundable unless cancellations are made 48 hours in advance to check-in. All payments are due at time of check in. If payment is not received at check-in, a credit card will be necessary to secure conference attendance.

REGISTRATION

Registration should be completed by the FFA advisor using the online registration form link provided. Registration must be completed for each person attending the conference, including advisors and chaperones. Registration will open approximately thirty (30) days prior to the event and will close two weeks prior to the event.

CHAPERONE POLICY

Please remember that the advisor attendance policy is in effect and all students must be accompanied by a designated school district representative. In the event that the designated representative is not the FFA advisor, a chaperone designation letter from the school principal is required at the time of check-in. It is imperative that the letter specify the name of the chaperone and include the principal's signature. If your designated school district representative is another FFA advisor from your county, it is imperative that all parties are aware before arriving at the conference.

DRESS CODE

Students should be in official dress for the opening of the conference. Students will need business casual clothing for the remainder of the conference. Students should arrive in official dress as we will not check into rooms until dinner.

REQUIRED FORMS

Florida FFA requires that each student complete and submit the Florida FFA Permission and Emergency Medical Form,

including notary signature, for each overnight event. This form can be found on the Florida FFA website at <http://www.flaffa.org/wp-content/uploads/2017/01/permissionform.pdf>. Please bring completed form with you to the conference. Please do not fax or send permission forms prior to the event.

TENTATIVE SCHEDULE

Friday

12:00 PM - 1:30 PM - Registration
2:00 PM - 2:30 PM - Opening Session
2:45 PM - 4:00 PM - Student Workshop Rotation 1
2:45 PM - 4:00 PM - Teacher Workshop 1
4:15 PM - 6:00 PM - Student Workshop Rotation 2
4:30 PM - 5:30 PM - Room Key Pick-up (Advisors Only)
6:00 PM - 7:00 PM - Dinner
7:00 PM - 7:30 PM - Room Check-in
7:30 PM - 8:45 PM - Teacher Workshop 2
7:30 PM - 8:45 PM - Student Learning Labs

9:00 PM - 10:30 PM - Social Activity
10:30 PM - 10:45 PM - Reflections
11:00 PM - Curfew

Saturday

7:00 - 9:00 AM - Breakfast
9:00 - 10:15 AM - Teacher Workshop 3
9:00 - 10:15 AM - Student Workshop Rotation 3
10:30 AM - 11:45 AM - Teacher Workshop 4
10:30 AM - 11:45 AM - Student Workshop Rotation 4

TEACHER PROFESSIONAL DEVELOPMENT

In conjunction with our Team Ag Ed partners, CPC will be a great opportunity for teacher professional development. Please note that there will be two tracks of teacher professional development, including a New FFA Advisor training offered for those ranging from 1-2 years of service and a track for those (veteran) teachers that have been teaching longer than three years.

Friday

12:00 PM - 1:30 PM - Registration
2:00 PM - 2:30 PM - Chapter Presidents Conference Opening Session
2:30 PM - 3:00 PM - Welcome & Introductions
3:00 PM - 5:30 PM - (Session 1)
6:00 PM - 7:00 PM - Dinner
7:00 PM - 10:00 PM - (Session 2)

Saturday (combined new and veteran teachers)

7:00 AM - 8:30 AM - Breakfast
8:30 AM - 9:30 AM - FFA Advisor Update(s)
10:00 AM - 12:30 PM - (Session 3)

The dates and agenda have not been finalized for the 2020 CPC. It will be similar to last year.

We are asking for tentative approval. We realize that students may not be able to attend based on CDC guidelines or travel restrictions at the time of the event. It is possible that the events may be cancelled by the organizer.

Schools	Date	Destination	Group	Purpose
CHS, KHHS, MHS, OHS, OLJ, LAJH, WJH	October 28-31, 2020	FFA National Convention, Indianapolis, IN	FFA/Agriculture	Represent Clay County School Board at the National FFA Convention. Students will attend leadership training, be exposed to career opportunities and chapters will be recognized for outstanding work
CHS, KHHS, MHS, OHS, OLJ, LAJH, WJH	October 20-22, 2020 (Choose a day)	Sunbelt AG Expo, Moultrie, GA	FFA/Agriculture	Expose Agriculture students to 1200 exhibitors showcasing the latest farming technology
CHS, KHHS, MHS, OHS, OLJ, LAJH, WJH	End of August (dates have not been set yet)	Chapter Presidents Conference Daytona Beach, FL	FFA/Agriculture	Chapter Presidents' Conference (CPC) is first in a series of training conference for chapter FFA officers. The conference helps newly elected chapter officers identify their strengths, develop growth plans, and better prepare them to lead your chapter officer team.

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C12 - Professional Learning Catalog 2020-21

Description

The Professional Learning Catalog (formerly Master In-Service Plan) identifies the educational training programs offered by the district in order for educational professionals to earn points toward recertification. The state of Florida establishes requirements for these components that must be updated and approved by the school board on an annual basis. The following draft is an update on the components that Clay County District Schools offers its constituents. We have included additional components in areas of Autism Spectrum Disorder and Gifted Add-On Endorsements so that all of our professional development offerings are aligned with state regulations.

Gap Analysis

District professional development systems must include a Professional Learning Catalog that identifies the educational training programs, called components of professional learning, that may generate points toward recertification or add-on endorsement. Section 1012.98, Florida Statutes, the School Community Professional Development Act, sets forth requirements for educational training programs with further requirements outlined in State Board of Education Rule 6A-5.071, F.A.C. The Professional Learning Catalog shall be updated and approved by the district school boards on an annual basis.

Previous Outcomes

Professional development components have an impact on targeted areas. Effective modules have the capacity to change the instructional and learning environment as well as increase the proficiency of the educator in targeted standards and initiatives.

Expected Outcomes

By including additional components, Clay County District Schools can increase the amount and variety of professional learning opportunities available to its personnel. This increase in offerings will allow for the improvement of instruction, data analysis, learning environment, and interventions to improve overall student achievement.

Strategic Plan Goal

Goal 1- Develop Great Educators and Leaders

Strategy 1.1 Develop a high quality and aligned instructional system.

Goal 5- Develop and support great educators, support personnel, and leaders

Strategy 5.2 Provide on-going training and support for teachers, support staff, and leaders

Recommendation

That the School Board of Clay County Approve the revised Professional Learning Catalog

Contact

Roger Dailey, Chief Academic Officer, Roger.Dailey@myoneclay.net

Financial Impact

\$0.00

Review Comments

Attachments

📎 [Professional Learning Catalog 2020-21.pdf](#)

SCHOOL DISTRICT OF CLAY COUNTY



Professional Learning Catalog 2020 – 2021

David Broskie, Interim Superintendent of Schools

Review Date: July 2020

Discovering Endless Possibilities

Clay County School Board

Janice Kerekes	District 1
Carol Studdard	District 2
Tina Bullock	District 3
Mary Bolla	District 4
Ashley Gilhousen	District 5



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RATIONALE

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

MANAGEMENT PROCESSES

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

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

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

All inservice offerings focus on one of the following categories: Florida Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, or parental involvement.



Stakeholders may request professional development experiences as identified by a needs assessment and as prioritized funding permits.

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

Participation

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

Registration Process

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

Component Information

The Master Inservice Plan (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 inservice (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.

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



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

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

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

College Credit

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

Renewing Professional Educator's Certificate

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



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

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

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

- ✓ Unacceptable College Courses
 - ✓ Courses in Gifted Education are NOT acceptable.
 - ✓ American Sign Language courses are NOT acceptable (exception—teaching American Sign Language to the Hearing Impaired).
- ✓ Acceptable college courses:
 - ✓ Courses with ESE or Special Education prefixes
 - ✓ Introduction to Exceptional Student Education
 - ✓ Nature and Needs of the various disabilities
 - ✓ Teaching Students with Disabilities
 - ✓ Educating the Learning Disabled
 - ✓ Assessment in Exceptional Education
 - ✓ Assessing Students with Disabilities
 - ✓ Varying Exceptionalities
 - ✓ Individualized Instruction for Exceptional Students
 - ✓ Management Strategies for Students with Disabilities
 - ✓ Special Education Curriculum

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

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

Descriptions

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



Bankable Points

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

Reading Credit

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

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

ESOL Credit (English for Speakers of Other Languages)

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

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

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



Schools of Excellence—Professional Certificate Renewal Credit

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

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

Per the Florida Department of Education, “Each certified individual employed at a designated School of Excellence may be awarded twenty (20) inservice points for the 2017-2018 school year. If the school maintains the three-year designation as a School of Excellence, each certified individual employed at the school during the respective designation years can earn another twenty (20) inservice points for the 2018-2019 school year and an additional twenty (20) inservice points for the 2019-2020 school year.”

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

Procedure for Updating 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
 - 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.
- *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 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 inservice opportunities will have a follow-up activity. Follow-up activities will be determined by the facilitator. Inservice points will not be awarded until follow-up has been successfully completed.

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

Evaluation

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



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

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

Participant Follow-up

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

Program Evaluation

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



Reporting

Evaluation data is reported in the following ways:

- **Participation Evaluation**
Results are used by the provider and coordinator of the professional development offering and are reported to the district for individual sessions. This data is most useful when combined with other participant evaluations to help evaluate a component.
- **Component Evaluation**
Results of all component evaluations are reported to the Professional Development Department. This data is reviewed and used to assess the effectiveness of individual components.
- **Program Evaluation**
The School District of Clay County has a process for program evaluation. Data will be compiled and the results will be reported to all schools, departments, and the Professional Development Department.

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

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



Evaluation Matrix

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

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



ADDENDUM

Master Inservice Plan (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, Supervisor, Professional Development
Level II Principalship Certification Aspiring APs Program	Contact: Jamie Iannone, Supervisor Professional Development
Course work	Human Resources Division Contact: Brenda Troutman, Director, Instructional Personnel



TRAINING COMPONENTS

Teaching Students with Disabilities Component

State Identifier: 2-100-011 Effective 7/1/2014

Component Title: Teaching Students with Disabilities Professional Development

Inservice Points: 20

Certification Areas: All

General Objectives:

Participants will be able to:

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

Specific Objectives:

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



Activities may include:

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

Participant Follow-up:

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

Facilitator Component Evaluation:

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



Administrator Components

State Identifier: 7-507-016 Effective: 7.1.2010

Component Title: Administrator Development

Inservice Points: 3-120

Certification Areas: All

General Objectives:

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

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

Participants will also be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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

Activities may include:

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



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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



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

State Identifier: 7-512-001 Effective: 7.1.2010

Component Title: Instructional Leadership

Inservice Points: 3-120

Certification Area(s):

General Objectives:

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

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

Participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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

Activities may include:

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



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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



DRAFT



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

General Objectives:

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

Upon successful completion of the component, participants will be able to implement instructional strategies that will create a more individualized learning environment.

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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

Activities may include:

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



proper paperwork is submitted), lectures, or role-playing pertaining to art in school.

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

Participant Follow-up:

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



State Identifier: 1-004-001 Effective: 7.1.2010

Component Title: Foreign Language Learning

Inservice Points: 3-120

Certification Area(s): Foreign Language

General Objectives:

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

Upon successful completion of the component, participants will be able to implement instructional strategies that will create a more individualized learning environment.

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught in Foreign Language to advance student learning.
2. Serving on District or State foreign language textbook adoption committee to insure alignment with Florida Standards and the Next Generation Sunshine State Standards (NGSSS).



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



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

General Objective:

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

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

Participants will also be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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

Activities may include:

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



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

Participant Follow-up:

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



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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

DRAFT



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

General Objective:

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

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

Specific Objectives:

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

Activities may include:



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

Participant Follow-up:

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



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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-009-001 Effective: 7.1.2010

Component Title: Learning with Mathematics

Inservice Points: 3-120

Certification Area(s): All

General Objectives:

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

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

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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



8. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century strategies and skills that could be taught in mathematics advance student learning.
2. Serving on District or State math textbook adoption committee to insure alignment with the Florida State Standards.
3. Developing, participating in, and implementing a math copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, role-playing, or action research.
5. Participating in and implementing district/school curriculum articulation in mathematics grades K-12.
6. Developing, participating in, and implementing materials to be used in math to align with the Florida State Standards.
7. Participating in and implementing distance learning math activities.
8. Developing, participating in, and implementing cross-curricula math lessons.
9. Reviewing, analyzing, and identifying research related to ways to integrate math through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the 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-Inservice Plan Committee, October 2009

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

General Objectives:

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

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

Specific Objectives:

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



Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught using art to advance student learning.
2. Serving on District or State textbook adoption committee to insure alignment with the Florida State Standards and Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a physical education/athletic coaching copyright or tort liability in athletics presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), or lectures or role-playing pertaining to physical education/athletic coaching in school.
5. Participating in distance learning physical education/athletic coaching activities.
6. Developing, participating in, and implementing a community physical education awareness program, such as a Health and Physical Fitness Fair.
7. Developing, participating in, and implementing cross-curricula physical education, health, and NJROTC lessons.
8. Developing, participating in, and implementing a physical education/athletic coaching/NJROTC program involving parents and children in physical education/athletic coaching.
9. Developing and implementing programs that enhance student and parent knowledge of rules, safety regulations, skills, and social opportunities found in selected interscholastic sports and NJROTC programs.
10. Participating in and implementing District/school curriculum articulation in physical education.
11. Developing and implementing the District Health and Physical Fitness curriculum.
12. Developing and implementing programs that enhance awareness of the social, motivational, psychological, physiological, and maturational advantages of participation in interscholastic sports and NJROTC programs.

Participant Follow-up:

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



3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-012-001 Effective: 7.1.2010

Component Title: Pre-Kindergarten

Inservice Points: 3-60

Certification Area(s): Pre-K, to include ESE Pre-K

General Objectives:

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

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

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in pre-kindergarten elementary school.
2. Describe the process used to select textbooks for adoption in specific content areas.
3. Demonstrate knowledge of current copyright procedures and policies in pre-kindergarten elementary education.
4. Demonstrate competencies related to cooperative consultations and planning between regular pre-kindergarten education and pre-kindergarten exceptional student education staffs.



5. Develop knowledge in and implement techniques for motivating students in pre- kindergarten elementary classrooms.
6. Develop and implement techniques that will teach students how to analyze information in pre-kindergarten elementary situations.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught at the preK, K level to advance student learning.
2. Serving on District or State pre-kindergarten textbook adoption committee to insure alignment with Florida State Standards.
3. Participating in and implementing distance learning Pre-kindergarten activities.
4. Participating in or developing a pre-kindergarten elementary copyright presentation.
5. Participating in or developing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance elementary learning.
6. Developing and implementing Pre-Kindergarten curriculum.
7. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
8. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading and writing.
9. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading, and writing.
10. Developing and implementing evaluation techniques of students and programs.
11. Developing and implementing key experiences and activities that advance the cognitive development within the classroom.
12. Develop skills in identifying the characteristics of a developmentally appropriate and cognitively oriented pre-kindergarten curriculum to include establishing a daily routine and arranging and equipping a pre-kindergarten classroom to maximize learning opportunities.
13. Develop and implement knowledge and skills of child safety and first aid.
14. Develop knowledge of the problems children face (child abuse, cocaine babies) as these problems relate to learning.

Participant Follow-up:



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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master Inservice Plan Committee, October 2009



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

General Objective:

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

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

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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

Activities may include:

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



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



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

General Objectives:

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

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

Specific Objectives:

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

Activities may include:

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



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



State Identifier: 1-016-001 Effective: 7.1.2010

Component Title: Social Sciences Learning

Inservice Points: 3-120

Certification Area(s): All

General Objective:

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

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

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in social sciences to advance student learning.



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

Participant Follow-up:

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



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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

DRAFT



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

General Objectives:

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

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

Specific Objectives:

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

Activities may include:

1. Participating in or developing a computer/technology copyright presentation.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance the use of computer software and hardware.



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master Inservice Plan Committee, October 2009



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

General Objectives:

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

Upon successful completion of the components, all participants will be able to implement instructional strategies that will create a more individualized learning environment.

Administrator participants will be able to recognize and evaluate effective research-based instructional technology strategies.

Specific Objectives:

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

Activities may include:

1. Participating in or developing a technology copyright presentation.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning



communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance the integration of technology in the instructional setting.

3. Demonstrating the ability to incorporate diverse software programs to enhance student learning.
4. Demonstrating the ability to devise and implement assignments that use multimedia (the melding of multi-media) to enhance student learning.
5. Demonstrating the ability to devise and implement programs for classroom management as well as programs for classroom lessons that indicate a restructuring of the lecture-oriented classroom to a more student-centered one.
6. Demonstrating the ability to devise and implement strategies for and lessons involving the use of adaptive software and hardware to enhance student learning.
7. Demonstrating the ability to devise and implement the adaptation of a traditional unit of study into an on-line unit of study through an interactive website.
8. Demonstrating the ability to use textbook-related technology to enhance student learning.
9. Demonstrate the ability to design lessons and activities that involve (incorporate) online student collaboration through the use of blog's, wiki's, and social networking.
10. Identifying and using services and training available through distance learning.
11. Developing classroom websites that encourage family involvement in the classroom.

Participant Follow-up:

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



Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

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

General Objective:

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

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

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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

Activities may include:

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



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



Additional Components

State Identifier: 6-414-002 Effective: 7.1.2010

Component Title: Basic Life Saving Training

Inservice Points: 3-120

Certification Area(s): Content for all areas

General Objective(s):

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

Specific Objective(s):

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

Activities:

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



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

Participant Evaluation:

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

Component Evaluation:

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

Organization Information:

Submitted: Master Inservice Plan Committee, October, 2009

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State Identifier: 5-404-003 Effective: 7.1.2010

Component Title: Classroom Management

Inservice Points: 3-120

Certification Area(s): Content for all areas

General Objective(s):

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

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

Specific Objectives:

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

Activities:

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



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

Participant Follow-up:

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

Facilitator Component Evaluation:



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

Organization Information:

Submitted: Master Inservice Plan Committee, October, 2009

DRAFT



State Identifier: 4-401-002 Effective: 7.1.2010

Component Title: Data Analysis/Assessment

Inservice Points: 3-120

Certification Area(s): All

General Objectives:

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

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

Administrator participants will be able to recognize and evaluate research-based data analysis and assessment tools and techniques that can be used to identify student instructional needs.

Specific Objectives:

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

Activities may include:

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



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master Inservice Plan Committee, October 2009



State Identifier: 2-400-004 Effective: 7.1.2010

Component Title: Elementary Education

Inservice Points: 3-120

Certification Area(s): Elementary

General Objectives:

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

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

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

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

Activities may include:

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



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted by: Master Inservice Plan Committee, October 2009



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

General Objectives:

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

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

Specific Objectives:

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

Activities may include:

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



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

Participant Follow-up:

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

Facilitator Component Evaluation:

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



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

Organization Information:

Submitted by: Master Inservice Plan Committee, October 2009

DRAFT



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

General Objective(s):

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

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

Specific Objectives:

1. Participants will demonstrate knowledge of the stages of a crisis situation.
2. Participants will demonstrate knowledge of verbal and non-verbal interactive techniques to prevent/de-escalate explosive situations.
3. Participants will become familiar with safe crisis management concepts and techniques such as safe zone, pivot, balance and parry.
4. Participants will be able to correctly use/teach physical control and evasive techniques.
5. Participants will acquire knowledge of the dynamics of explosive behaviors.
6. Participants will be able to successfully utilize/teach holding techniques.

Participants will be able to explain rationale and to demonstrate correct performance of current safe crisis management techniques/technologies.

7. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities:

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

Participant Follow-up:

1. Each participant must successfully demonstrate mastery of skills through a formal assessment administered by the facilitator.
2. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve



student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.

3. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
4. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net. within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

Facilitator Component Evaluation:

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

Organization Information:

Submitted by: Master-Inservice Plan Committee, October 2009



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

General Objective(s):

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

Specific Objectives:

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



10. Developing skills in building the team concept in the workplace, and in working and interacting successfully with fellow employees.
11. Increasing skills in the use of computer software programs related to the employees' specific job assignment.
12. Increasing skills in effectively managing, training and directing personnel.

Activities:

Activities may consist of but are not limited to lectures, demonstrations, self-directed study materials, workshops, question/answer discussions and/or laboratory exercises designed for practicing new techniques.

Participant Evaluation:

A pre- and post- assessment will be administered to each participant. The participant shall successfully demonstrate increased competency on 80% of the specific objectives of the component.

Component Evaluation:

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

Organization Information:

Submitted by: Master Inservice Plan Committee, October 2009



District Only Components

State Identifier: 2-007-002 Effective: 7.1.2010

Component Title: Best Teaching Practices K-12

Inservice Points: 3-120

Certification Area(s): All

General Objectives:

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

Upon successful completion of the components, all participants will be able to implement instructional strategies that will create a more individualized learning environment.

Administrator participants will be able to recognize and evaluate research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning.
2. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
3. Develop knowledge and implement techniques for motivating students.
4. Develop and implement techniques that will teach students how to analyze information.
5. Research, identify, and implement instructional strategies that relate to learning methods.
6. Identify student differences and apply supplemental/specific instructional techniques in the classroom to promote student performance.
7. Increase knowledge in and translate research-based academic intervention methods into the K-12 classroom.
8. Increase knowledge and demonstrate skills in research-based techniques used in motivating students to learn.
9. Develop knowledge and effective implementation of the MTSS process.
10. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:



1. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures or role-playing, or action research.
2. Teaching a professional development course that leads to an add-on endorsement.
3. Developing, participating in, and implementing the production of materials to be used to align with the Florida State Standards and Next Generation Sunshine State Standards.
4. Participating in and implementing distance learning activities.
5. Developing, participating in, and implementing performance-based strategies and cross- curricula activities.
6. Reviewing, analyzing, and identifying research related to ways to integrate instruction in the content areas.
7. Creating a learning environment that meets the needs of the diverse student population.
8. Improving skills in using a variety of performance assessment techniques and strategies.
9. Expanding knowledge and techniques for effective communication in the classroom.
10. Acquiring knowledge and trends related to specific content areas.
11. Expanding skills and using technology to manage, evaluate, and improve classroom instruction.
12. Utilizing peer observations and feedback sessions to improve teaching and student learning.
13. Recognizing the need and implementing the process for continuous improvement for the teacher and the school.

Participant Follow-up:

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



4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the activities completed by the participant.
5. Submit grade report showing completion of course participants.

Facilitator Component Evaluation:

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

Organization Information:

Submitted by the Master Inservice Plan Committee, October 2009

DRAFT



State Identifier: 2-100-006 Effective: 7.1.2010
Component Title: ESE (Exceptional Student Education) Learning
Inservice Points: 3-120
Certification Area(s): All

General Objectives:

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

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

Administrator participants will be able to recognize and evaluate effective research-based strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in Exceptional Student Education (ESE).
2. Describe the process used to select textbooks for adoption in ESE.
3. Demonstrate knowledge of current copyright procedures and policies in ESE.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge of and will implement techniques for motivating students in ESE.
6. Develop and implement techniques that will teach students how to analyze information in ESE.
7. Identify and implement strategies to deal with affective needs through behavior plans and specific curriculum.
8. Develop and implement specific guidelines that comply with state and federal regulations.
9. Develop awareness of and implement successful and varied assessments.
10. Develop and implement curricula accommodations/modifications and behavioral management skills that will promote positive student functioning/learning.
11. Develop and implement knowledge and skills to identify and appropriately place ESE students.
12. Develop knowledge and effective implementation of MTSS process.
13. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:



1. Participating in professional learning communities that reflect on 21st century skills and instructional strategies that could be implemented to advance student learning.
2. Serving on District or State ESE textbook adoption committee to insure alignment with Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing an ESE copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), or lectures or role-playing pertaining to ESE.
5. Participating in distance learning ESE activities and implementing those activities in the classroom.
6. Developing and implementing a community ESE awareness program.
7. Developing and implementing cross-curricula and inclusion ESE lessons.
8. Demonstrating and developing instructional/ behavioral techniques for use with ESE students.
9. Develop an understanding of medical conditions and medications, using information from evaluations, for appropriate delivery of strategies that will positively impact student learning/progress.
10. Develop, participate in, and implement techniques for safely positioning, moving, and lifting students for optimal learning opportunities.
11. Develop knowledge and skills for successful use of assistive technology devices that will positively impact student learning/progress.
12. Developing and demonstrating the appropriate writing of goals and objectives for optimal learning opportunities of students.

Participant Follow-up:

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



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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

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State Identifier: 6-404-001 Effective: 7.1.2010
Component Title: Student Services – A Safe Learning Environment
Inservice Points: 3-60
Certification Area(s): Content for all areas

General Objectives:

The purpose of this component is to enable participants to establish an inviting and safe learning environment for students at all grade levels. This component will enable participants to recognize and evaluate effective strategies and techniques for creating a safe, positive place for learning.

Upon successful completion of the component, all participants will be able to implement strategies that will create safe learning environments. Participants will be able to recognize and evaluate procedures and research-based best practices in eliminating any physical, cultural, or mental health threats or barriers that may interfere with the academic achievement of students.

Specific Objectives:

1. Demonstrate knowledge of analyzing information to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues and implement effective methods of communication, consultation, and collaboration with students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in educational teams.
3. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students.
4. Develop and implement research-based intervention strategies for violence prevention and resolution of student/faculty conflicts.
5. Implement established procedures within schools in the event of an emergency or catastrophic event.
6. Identify and implement behavioral interventions that promote and support safety in the learning environment.
7. Recognize and apply the laws, rules, policies, and established procedures that are required in providing a safe place to learn.
8. Develop knowledge and effective implementation of the MTSS process.
9. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing and participating in research-based workshops, on-site visitation, demonstrations (including technology), videotaped presentations, problem-solving teams, professional learning communities, lesson design/study



- groups, conferences (provided proper paperwork is submitted), lectures, and role-playing that will enhance the role of Student Services.
2. Participating in professional learning communities that reflect on 21st century skills strategies that could be implemented to advance student learning.
 3. Participating in and implementing Question, Persuade, Refer, (QPR) strategies with students and adults to enhance health, safety, while reducing risk.
 4. Participating in and implementing Foundations, a research-based school-wide discipline program.
 5. Participating in and implementing techniques of Crisis Intervention training.
 6. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
 7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
 8. Participating in and implementing distance learning activities.

Participant Follow-up:

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



State Identifier: 6-409-001 Effective: 7.1.2010
Component Title: Student Services – Social, Counseling, Psychological and Health
Inservice Points: 3-120
Certification Area(s): Content for all areas

General Objectives:

The purpose of this component is to enable participants to improve student learning, improve student behavior, recognize multicultural issues, and create more efficient and effective schools at all grade levels. This component will enable participants to recognize and evaluate effective student services procedures and learning strategies.

Upon successful completion of the component, all participants will be able to implement strategies that will create a more individualized learning environment. Participants will be able to recognize and evaluate research-based academic interventions and best practices to eliminate physical, cultural, or mental health threats or barriers that may interfere with student's academic achievement.

Specific Objectives:

1. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues involved in the social, counseling, psychological, and health issues in the schools.
3. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
4. Develop and implement methods of accommodating assessment, instruction, and materials to meet individual student needs.
5. Develop and implement knowledge of transition planning from elementary to secondary education to develop desired post-school outcomes.
6. Identify and deliver methods/techniques to generate a dropout retrieval program.
7. Implement the knowledge of state and federal legislation affecting the education of students by adapting that knowledge to academic and career planning for post-school outcomes.
8. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students and faculties.
9. Demonstrate knowledge and implement new testing instruments and evaluation techniques for all forms of assessment.



10. Analyze and relate current information regarding scholarships, financial aid, and transitional trends in education.
11. Identify and use current laws, rules, policies, and procedures in managing student records.
12. Knowledge in analyzing and maintaining student attendance records.
13. Develop and implement research-based models that promote parent involvement and parent support.
14. Develop and implement knowledge and skills in the Multi Tiered System of Support process.
15. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing and participating in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.
2. Participating in and implementing Question, Persuade, Refer,(QPR) strategies with students and adults to enhance health, safety, while reducing risk.
3. Participating in and implementing Foundations, a research-based school-wide discipline program.
4. Participating in and implementing Crisis Intervention.
5. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
6. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
7. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of



the follow-up evidence or no later than teacher's last day of the current academic year.

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

Facilitator Component Evaluation:

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

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

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State Identifier: 1-002-001 Effective: 7.1.2010
Component Title: CTE (Career & Technical Education)/TECH PREP Learning
Inservice Points: 3-120
Certification Area(s): Agriculture, Business, Distributive, Diversified, Health Science, Public Service, Family and Consumer Sciences, Technical Education, Marketing Education, Trades/Industrial Education, Exploratory Education, and ESE/ CTE.

General Objectives:

The purpose of this component is to enable all CTE/TECH PREP teachers to improve student learning, improve student behavior, and create more efficient and effective classrooms at secondary grade levels. It will enable administrators to recognize and evaluate effective instructional strategies.

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

Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in CTE/TECH PREP courses.
2. Describe the process used to select textbooks for adoption in CTE/TECH PREP courses.
3. Demonstrate knowledge of current copyright procedures and policies in CTE/TECH PREP courses.
4. Demonstrate competencies related to cooperative consultations and planning between regular education, exceptional student education and CTE/TECH PREP staffs.
5. Develop knowledge of and will implement techniques for motivating students in CTE/TECH PREP studies.
6. Develop and implement techniques that will teach students how to analyze information in CTE/TECH PREP courses.
7. Research, evaluate, and implement models that promote work force readiness.
8. Acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE/TECH PREP classroom.
9. Identify and implement reading strategies within the CTE/TECH PREP classroom.
10. Developing, participating in and implementing cross-curricula lessons and labs.
11. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.



Activities may include:

1. Serving on District or State CTE/TECH PREP textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
2. Participating in or developing a CTE/TECH PREP copyright presentation.
3. Implementing interactive computer/laser disk software as it pertains to CTE/TECH PREP.
4. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance CTE/TECH PREP learning.
5. Participating in the summer CTE internship program.
6. Participating in and implementing distance learning CTE/TECH PREP activities.

Participant Follow-up:

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

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in Reading, Writing, Science and/or Math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009



PDA-ESE Components

STATE IDENTIFIER: 1-103-001 Effective: 7.1.2010
COMPONENT TITLE: Module 1 - Foundations of ESE
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES:

Increase knowledge of foundations of exceptional student educations.

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify state and federal legislation and case law that have affected the education of student with disabilities.
2. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free and appropriate public education).
3. Identify the required components of Individual Educational Plans, Family Support Plans and Individual Transition Plans.
4. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).
5. Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics.
6. Recognize the roles and responsibilities of IEP and child study team members.
7. Identify models of support for providing assistance in general education curricula.
8. Identify the purposes and functions of professional and advocacy organizations relevant to education of students with disabilities.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources



5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist



STATE IDENTIFIER: 4-102-001 Effective: 7.1.2010
COMPONENT TITLE: Module 2 - Knowledge of Assessment and Evaluation
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of assessment and evaluation

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify the purpose of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
2. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for students with special needs).
3. Identify appropriate formal and informal assessments for students across disciplines.
4. Interpret, analyze, and apply the results of formal and informal assessments for students across disciplines.
5. Identify alternative assessment strategies and procedures (e.g. observations, performance- based assessments, interviews, and portfolios) and their appropriate use.
6. Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques



PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist

DRAFT



STATE IDENTIFIER: 2-100-003 Effective: 7.1.2010
COMPONENT TITLE: Module 3 - Instructional Practices
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of instructional practices in exceptional student education

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Analyze assessment information to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine IEP content.
2. Select instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities.
3. Identify instructional strategies for acquisition, generalization, and maintenance of skills across real-life situations at school, at home, and in the community.
4. Select relevant general education and special education curricula appropriate for a given student's age, instructional needs, and functional performance across settings.
5. Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.
6. Identify methods of accommodating and modifying assessment, instruction, and materials to meet individual student needs.
7. Analyze educational activities to assist in the determination and development of accommodations and modifications that allow students across disabilities to participate in a meaningful way.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques



PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist



STATE IDENTIFIER:5-101-001 Effective: 7.1.2010
COMPONENT TITLE: Module 4 - Positive Behavioral Supports
INSERVICE POINTS:60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of assessment, design, and implementing positive behavioral supports

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Identify data collection strategies to assess student behavior.
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
4. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
5. Recognize the various concepts and models of positive behavior management.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment.



Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist

DRAFT



STATE IDENTIFIER: 2-100-004 Effective: 7.1.2010
COMPONENT TITLE: Module 5 - Language Development and Communication
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of language development and communication skills

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify the sequence of expressive and receptive language development and the components of language structure.
2. Identify communication deficits and select appropriate interventions.
3. Select strategies for integrating communication instruction into education settings.
4. Select appropriate assistive technology and alternative communication systems to facilitate communication.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:



Submitted by: Pam White, ESE Technology Specialist

STATE IDENTIFIER: 2-100-005 Effective: 7.1.2010

COMPONENT TITLE: Module 6 - Interpersonal Interactions and Participation

INSERVICE POINTS: 30

CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of skills related to interpersonal interactions and participation

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.
2. Identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g. at school, at home, and in the community).
3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point 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: 1-103-002 Effective: 7.1.2010

COMPONENT TITLE: Module 7 - Transition

INSERVICE POINTS: 60

CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of the transition process

SPECIFIC OBJECTIVES:

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify activities relevant to the four stages of career development (i.e. awareness, exploration, preparation, and placement).
2. Identify the essential domains of transition planning (e.g. personal/social, general community functioning, and leisure/recreational) for students with disabilities.
3. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes.
4. Identify resources and strategies to assist in students functioning effectively in a variety of environments to which they will be transitioning.

ACTIVITIES:

Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:

Successful completion will be based on demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC.

COMPONENT EVALUATION:

Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also



complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist

DRAFT



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Theory & Practice of Coaching a Specific Sport
Component Number:	1-011-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	011
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: Briefly describe the content or general objectives.

To broaden professional competencies of athletic coaches in the knowledge of instruction and physiological principles applied to coaching a specific sport.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)



- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for athletic coaching.**
- 2. Outline the development of athletic program philosophy, including goals and objectives.**
- 3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
- 4. Distinguish characteristics of coaching an activity or sport.**
- 5. List feedback methods used in athletic coaching.**
- 6. Define methods used to evaluate student athletes and program effectiveness.**
- 7. Analyze and utilize evaluated data when redesigning programs.**
- 8. Identify available and suitable professional resources for coaching.**
- 9. Identify basic training principles (e.g. overload, progression, specificity).**
- 10. Identify the variables by which overload can be modified.**
- 11. Evaluate and interpret the results of pre-physical fitness and motor assessments.**
- 12. Using evaluated data, apply principles of training to formulate individual and group conditioning programs.**
- 13. Explain body composition factors related to athletic performance potential including body weight as it affects performance and the percentage body fat related to conditioning.**
- 14. Identify environmental conditions and their effects on personal health, safety, and learning (e.g. temperature, humidity, lighting, etc.)**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids



- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the coaching of a specific sport.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to the coaching of a specific sport.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)



- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**



- **Results of school/teacher constructed student growth measure(s) that track student progress. “B”**
- **Observation of student performance. “D”**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component’s Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers’ mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Katie Moeller**



Clay County District Schools High Quality MIP Professional Learning Communities

11. Identification

Title: <i>Name of Component</i>	Professional Learning Communities
Component Number:	2-408-023
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	408
Local Sequence Number(s): <i>(3 digit code(s))</i>	023
Points to be Earned: <i>Number/range of points to be earned for component</i>	3-120

12. Description: *Briefly describe the content or general objectives.*

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by implementing Professional Learning Communities (PLC) characterized by shared purpose, collective activity and responsibility among staff. Effective PLCs have an enduring influence on teacher practice and seek to enhance teacher knowledge of curriculum and instructional practices; therefore, it is vital that all members of the organization are continuously building communities that focus on continuous learning and improvement.

13. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)



- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: [Click or tap here to enter text.](#)

14. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning	1.1.1. Individual Needs Assessment: The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.	2.1.4. Generating a School-wide Professional Development Plan: As part of the School Improvement Plan and in collaboration with the district's Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research and/or evidence-based professional development aligned to identified classroom level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.	3.1.5. Integration of Initiatives: Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.
Learning	1.2.1. Learning Communities: The educator participates in collaborative learning communities	2.2.1. Learning Communities: School-based professional learning occurs in	3.2.1. Learning Communities: The district supports and encourages



	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.



15. Impact Area(s): *Select all that apply.*

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

16. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Educators will create a shared mission, vision and values with collaborative teams of teachers.**
- 2. Educators will engage in collective inquiry to determine action steps based on student achievement.**
- 3. Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools.**
- 4. Educators will analyze student data and make instructional decisions accordingly.**
- 5. Educators will ensure that the classroom curriculum is based on standards; research-based instructional practices are utilized in the classroom; student mastery is assessed and appropriate interventions are implemented for all students.**

17. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

Educators will collaborate in common subject areas. Collaboration will consist of analyzing student data and making instructional decisions as a result of data analysis. Educators will co-plan units of study and lesson plans to ensure consistency across grade-level/subject area. Educators will create flexible groups of students to ensure personalized learning is occurring for each student.

HOW will the experiences 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.



KEY ISSUES to be included in participant implementation agreements
(should support the specific learner outcomes identified above).
**Effective research-based practices, data analysis, flexible grouping,
personalized learning, collaborative problem solving**

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

18.Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)



- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

19. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

20. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.



District record keeping data related to development of this component:

Date Approved

Department

Name of component author

**Professional
Development/Learning
Katie Moeller**

DRAFT



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Performing Arts
Component Number:	1-010-002
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	010
Local Sequence Number(s): <i>(3 digit code(s))</i>	002
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of performing arts teachers in the knowledge of instruction and effective skills in teaching performing arts to students.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ 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



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Regulatory or compliance requirements

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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			

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Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

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Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

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Repetitive practice leading to changes in proficiency of educator or leader on the job

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Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for 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.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in performing arts.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to students in performing arts.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.



- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues



- ☒ **P** Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ **Q** Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ **R** Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ **S** Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ **T** Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these*



aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Reading Competency 1
Component Number:	1-013-009
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	009
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



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Regulatory or compliance requirements

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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			

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Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for effectively teaching reading.**
- 2. Outline the development of high quality reading programs.**
- 3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
- 4. Distinguish characteristics of effective reading strategies.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at specific reading skills.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.



- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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- ☐ 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)
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- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)



- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What 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

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objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	Professional Development Jamie Iannone
Department	
Name of component author	

DRAFT



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Reading Competency 2
Component Number:	1-013-010
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	010
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



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Regulatory or compliance requirements

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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			

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Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for effectively teaching reading.**
- 2. Outline the development of high quality reading programs.**
- 3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
- 4. Distinguish characteristics of effective reading strategies.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
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- Laboratory activities (role-playing)
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- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at 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:
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Select ONE

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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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- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
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- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and

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objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	Professional Development Jamie Iannone
Department	
Name of component author	

DRAFT



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Reading Competency 3
Component Number:	1-013-011
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	011
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
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- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. 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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- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)



- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and

132



objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	Professional Development Jamie Iannone
Department	
Name of component author	

DRAFT



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Reading Competency 4
Component Number:	1-013-012
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	012
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for effectively teaching reading.**
- 2. Outline the development of high quality reading programs.**
- 3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
- 4. Distinguish characteristics of effective reading strategies.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at specific reading skills.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.



- iii. Other as determined by the instructor.
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Select ONE

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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)



- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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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?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and

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objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	Professional Development Jamie Iannone
Department	
Name of component author	

DRAFT



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Reading Competency 5
Component Number:	1-013-013
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	013
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
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- ☐ Digital Learning/Technology Infusion
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- ☐ Instructional design and lesson planning
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- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
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- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for effectively teaching reading.**
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WHAT will occur during the professional development component delivery?

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- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)



- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and

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objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved	Professional Development Jamie Iannone
Department	
Name of component author	

DRAFT



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	1-102-005
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	102
Local Sequence Number(s): <i>(3 digit code(s))</i>	005
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the nature & needs, assessment & diagnostic of students with special needs.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
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- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students with ASD**
- 2. Outline the development of an effective classroom environment that supports students with ASD.**
- 3. Recognize the importance of assessments and diagnostics in establishing instructional levels.**
- 4. Distinguish characteristics of effective instruction for students with ASD.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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- ☐ 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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- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	2-100-009
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	009
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the applied behavior analysis and positive behavior supports for students with ASD.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on 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			

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Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students with ASD**
- 2. Outline the development of an effective classroom environment that supports students with ASD.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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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 instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	2-100-010
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	010
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the applied behavior analysis and positive behavior supports for students with ASD through field-based experiences.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

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Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students with ASD**
- 2. Outline the development of an effective classroom environment that supports students with ASD.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
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- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
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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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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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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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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
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- **Observation of student performance. "D"**

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	3-100-001
Function: <i>(One digit code)</i>	3
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the assistive/instructional technology and alternative/augmentative communication systems.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
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- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
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- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students with ASD**
- 2. Outline the development of an effective classroom environment that supports students with ASD.**
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7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
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- **Observation of student performance. "D"**

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	3-100-002
Function: <i>(One digit code)</i>	3
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	002
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the assistive/instructional technology and alternative/augmentative communication systems.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students with ASD**
- 2. Outline the development of an effective classroom environment that supports students with ASD.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☒ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ASD Endorsement
Component Number:	1-102-004
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	102
Local Sequence Number(s): <i>(3 digit code(s))</i>	004
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in understanding the nature & needs, and assessment & diagnostic of students with ASD.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

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



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students with ASD**
- 2. Outline the development of an effective classroom environment that supports students with ASD.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students with ASD.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
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- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
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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
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- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ESE Procedures and Practices
Component Number:	8-103-102
Function: <i>(One digit code)</i>	8
Focus Area: <i>(3 digit code)</i>	103
Local Sequence Number(s): <i>(3 digit code(s))</i>	102
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ESE teachers when following district procedures and best practices for students with special needs.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements





Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*



Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted



Repetitive practice leading to changes in proficiency of educator or leader on the job



Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students 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.**
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7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
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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 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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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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- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
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- **Observation of student performance. "D"**

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

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Schools of Excellence
Component Number:	8-521-001
Function: <i>(One digit code)</i>	8
Focus Area: <i>(3 digit code)</i>	521
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of personnel that are responsible for leading and changing the learning environment at a school in order to increase student achievement and be identified as a school of excellence.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☒ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)



- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate systems for instruction and leadership in order to improve student achievement.**
- 2. Outline the development of an effective classroom environment including school wide behavior systems.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective interventions for students and teachers.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
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Select ONE

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- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Gifted Competency 2
Component Number:	1-106-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	106
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including curriculum development and implementation strategies.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

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



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that are gifted.**
- 2. Outline the development of effective curriculum and design for students that are gifted.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective changes for curriculum.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☒ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Gifted Competency 1
Component Number:	4-106-006
Function: <i>(One digit code)</i>	4
Focus Area: <i>(3 digit code)</i>	106
Local Sequence Number(s): <i>(3 digit code(s))</i>	006
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including understanding the nature and needs of students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that are gifted.**
- 2. Outline the foundation of an effective classroom environment for students that are gifted.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective changes for curriculum.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
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- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Gifted Competency 3
Component Number:	4-106-007
Function: <i>(One digit code)</i>	4
Focus Area: <i>(3 digit code)</i>	106
Local Sequence Number(s): <i>(3 digit code(s))</i>	007
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including guidance and counseling for students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements





Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			



Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*



Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted



Repetitive practice leading to changes in proficiency of educator or leader on the job



Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that are gifted.**
- 2. Outline the development of guidance and counseling protocols for students that are gifted.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective changes for how to counsel students that are gifted.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

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

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Gifted Competency 4
Component Number:	2-106-014
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	106
Local Sequence Number(s): <i>(3 digit code(s))</i>	014
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including the instruction and support of special populations students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

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Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that are gifted.**
- 2. Outline the development of an effective learning environment for students that are gifted.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective changes for curriculum.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☒ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Gifted Competency 5
Component Number:	2-106-013
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	106
Local Sequence Number(s): <i>(3 digit code(s))</i>	013
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including the theory and development of creativity of students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

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Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional and engagement strategies for students that are gifted.**
- 2. Outline the development of an effective learning environment that cultivates creativity for students that are gifted.**
- 3. Recognize the importance of applied behavior analysis in order to better support student success.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective changes for curriculum and instruction.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☒ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-700-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	700
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes effective methodology for teaching English to speakers of other languages.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Understand and practice the effective methodology for teaching English to students that speak other languages.**
- 3. Outline the development of effective curriculum and design for students that are speakers of other languages.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
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- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
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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)



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- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-701-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	701
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that are ESOL that includes the effective testing and evaluation of students.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements





Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			



Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*



Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted



Repetitive practice leading to changes in proficiency of educator or leader on the job



Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Understand and implement effective testing and evaluations for students that are ESOL.**
- 3. Outline the development of effective curriculum and assessment for students that are speakers of other languages.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☒ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-702-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	702
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes applied linguistics for teaching English to speakers of other languages.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that 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 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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Select ONE

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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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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 observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-703-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	703
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes the effective development of curriculum and materials for teaching students that are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
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- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Outline the development of effective curriculum and design for students that are speakers of other languages.**
- 3. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 4. Define methods used to evaluate student progress and program effectiveness.**
- 5. Analyze and utilize evaluated data when redesigning programs.**
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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)
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- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - 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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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these*



aspects of PD evaluation data?

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**

Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-704-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	704
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes enriching the various content classes that students who are ESOL participate in.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
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- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
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- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Understand and practice incorporating engagement strategies for students that are ESOL into other content areas.**
- 3. Outline effective enrichment strategies for students that are speakers of other languages into other content areas.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
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7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
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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 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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- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-704-002
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	704
Local Sequence Number(s): <i>(3 digit code(s))</i>	002
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of category III teachers of ESOL students that includes effective methodology for teaching students that are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Understand and practice the effective methodology for teaching English to students that speak other languages.**
- 3. Outline the development of effective curriculum and design for students that are speakers of other languages.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☒ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
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- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-705-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	705
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes effective strategies for cross-cultural communication skills.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Understand and practice cross-cultural communication skills for students that are ESOL.**
- 3. Outline the development of effective curriculum and design that incorporates cross-cultural communication skills.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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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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- ☐ 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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- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	ESOL
Component Number:	1-705-004
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	705
Local Sequence Number(s): <i>(3 digit code(s))</i>	004
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of administrators and guidance counselors for working with students who are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Inform staff of appropriate accommodations and modifications for students that speak English as a second language.**
- 2. Understand and promote the effective methodology for teaching students that speak English as a second language.**
- 3. Understand the resources available for students that speak English as a second language.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

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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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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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

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Reading Difficulties, Disabilities, and Dyslexia
Component Number:	2-013-005
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	005
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that have reading difficulties, disabilities, and dyslexia. Teachers will learn instructional and intervention strategies in order to raise student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success



- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 2. Select appropriate accommodations and modifications for students that have reading difficulties, disabilities, or dyslexia.**
- 3. Understand and implement effective testing and evaluations for students that have reading difficulties, disabilities, or dyslexia.**
- 4. Outline the development of effective lessons for students that have reading difficulties, disabilities, or dyslexia.**
- 5. Distinguish characteristics of positive behavior supports for effective instruction of students that have reading difficulties, disabilities, or dyslexia.**
- 6. Define methods used to evaluate student progress and program effectiveness.**
- 7. Analyze and utilize evaluated data when redesigning programs.**
- 8. Utilizing data, identify areas of growth and determine effective strategies for students that have reading difficulties, disabilities, or dyslexia.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.



KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*



- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☒ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.



10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Reading Difficulties, Disabilities, and Dyslexia for SWD
Component Number:	2-100-018
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	018
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that have reading difficulties, disabilities, and dyslexia. Teachers will learn instructional and intervention strategies in order to raise student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success



- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for students that have reading difficulties, disabilities, or dyslexia.**
- 2. Understand and implement effective testing and evaluations for students that have reading difficulties, disabilities, or dyslexia.**
- 3. Outline the development of effective lessons for students that have reading difficulties, disabilities, or dyslexia.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students that have reading difficulties, disabilities, or dyslexia.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students that have reading difficulties, disabilities, or dyslexia.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.



KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*



- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☒ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.



10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Character Education
Component Number:	2-016-001
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	016
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers in the area of character education. Teachers will learn how to infuse character lessons into other content areas and assist students with social and emotional learning.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)



- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate accommodations and modifications for character development of students.**
- 2. Outline the development of effective character lessons for students.**
- 3. Distinguish characteristics of positive behavior supports for effective character instruction of students.**
- 4. Define methods used to evaluate student progress and program effectiveness.**
- 5. Analyze and utilize evaluated data when redesigning programs.**
- 6. Utilizing data, identify areas of growth and determine effective strategies for character education of students.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.



- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ 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)
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- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)



- ☒ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these*



aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Athletic Coaching Endorsement
Component Number:	2-011-001
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	011
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about coaching theory and practice.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate 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 achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Athletic Coaching Endorsement
Component Number:	2-011-002
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	011
Local Sequence Number(s): <i>(3 digit code(s))</i>	002
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about how to care for and prevent athletic injuries.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate care strategies for athletics who get injured.**
- 2. Understand and implement effective assessment of athletic injuries so that proper care can be provided to students.**
- 3. Outline the development of effective injury prevention strategies to be followed by coaches.**
- 4. Define methods used to evaluate student progress and program effectiveness.**
- 5. Analyze and utilize evaluated data when redesigning programs.**
- 6. Utilizing data, identify areas of growth and determine effective strategies for the care and prevention of athletic injuries.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.



- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
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- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues



- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
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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	Professional Development Jamie Iannone
Department	
Name of component author	

DRAFT



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Athletic Coaching Endorsement
Component Number:	1-103-001
Function: <i>(One digit code)</i>	1
Focus Area: <i>(3 digit code)</i>	103
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	60 Points maximum

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about specific sporting rules and procedures.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior



☐

Regulatory or compliance requirements

☒

Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐

Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): Select all that apply.

☒

Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted

☒

Repetitive practice leading to changes in proficiency of educator or leader on the job

☒

Tracking improvements in student learning growth supported by the professional learning



6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate coaching strategies for students who participate in specific sports.**
- 2. Understand and implement effective athletic assessment of students in a specific sport.**
- 3. Outline the development of effective lessons for athletic students.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students in athletics.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students in a specific sport.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:



- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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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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- **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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District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Job Embedded Reading Endorsement
Component Number:	2-013-014
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	013
Local Sequence Number(s): <i>(3 digit code(s))</i>	014
Points to be Earned: <i>Number/range of points to be earned for component</i>	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).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)



- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning			
Learning	1.2.2 Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	2.2.3 Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	3.2.8 District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(es) targeted
- ☒ Repetitive practice leading to changes in proficiency of educator or leader on the job



- ☒ Tracking improvements in student learning growth supported by the professional learning

6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 1. Select appropriate instructional strategies for creating an effective reading block.**
- 2. Understand and implement effective assessment strategies for students in reading.**
- 3. Outline the development of effective lessons for reading.**
- 4. Distinguish characteristics of positive behavior supports for effective instruction of students in reading.**
- 5. Define methods used to evaluate student progress and program effectiveness.**
- 6. Analyze and utilize evaluated data when redesigning programs.**
- 7. Utilizing data, identify areas of growth and determine effective strategies for students in reading.**

7. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this delivery?

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).



- Each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

Select ONE

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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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- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **Changes in instructional or learning environment practices. "A"**
- **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
- **Results of school/teacher constructed student growth measure(s) that track student progress. "B"**
- **Observation of student performance. "D"**

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*



evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

District record keeping data related to development of this component:

Date Approved
Department

Name of component author

**Professional
Development
Jamie Iannone**



Clay County District Schools High Quality MIP (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

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).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)



- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input type="checkbox"/> Click here to enter text.	<input type="checkbox"/> 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job implementation outcomes.*

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.

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:
 - a. criteria for determining eligibility (medical and educational)
 - b. autism-specific instruments
 - c. 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:
 - a. opportunities to enhance communicative initiations and interactions;
 - b. opportunities for appropriate play and leisure activities;
 - c. self-regulation and self-control;
 - d. sensory-motor concerns and
 - e. 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.

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 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

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. **Implementation/Monitoring Procedures:** *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)



- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☒ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

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.

- 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
Department
Name of component author

**July 2020
ESE Services
Peggy
Williams**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
Component Number:	2-100-001
Function: <i>(One digit code)</i>	2
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	001
Points to be Earned: <i>Number/range of points to be earned for component</i>	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).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components



- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input type="checkbox"/> Click here to enter text.	<input type="checkbox"/> 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job implementation outcomes.*

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.
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 reinforcers 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):

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

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)



- ☒ **R** Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ **S** Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ **T** Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

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

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

Click or tap here to enter text.



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 Development evaluation data to reflect on practices and plan future sessions.

District record keeping data related to development of this component:

Date Approved
Department
Name of component author

**July 2020
ESE Services
Peggy
Williams**



Clay County District Schools High Quality MIP (HQMIP) Component

1. Identification

Title: <i>Name of Component</i>	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
Component Number:	3-100-003
Function: <i>(One digit code)</i>	3
Focus Area: <i>(3 digit code)</i>	100
Local Sequence Number(s): <i>(3 digit code(s))</i>	003
Points to be Earned: <i>Number/range of points to be earned for component</i>	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).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: [Click or tap here to enter text.](#)



- ☐ Mastery of a specific leadership practice: [Click or tap here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: [Click Here for List](#)

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5,	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input type="checkbox"/> Click here to enter text.	<input type="checkbox"/> 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

6. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

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

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- c. Manual communication boards
 - d. Voice output communication devices
 - e. Dynamic display devices
- 3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
- 4. Identify the differences between communication systems and choice systems.
- 5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
- 6. Describe how to individualize a communication system for an individual student.
 - a. Identify vocabulary the student would need in specific environments.
 - b. Identify opportunities where the student would need to communicate.
- 7. Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.
- 8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
- 9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
- 10. Describe the process of obtaining an assistive technology evaluation in your district.
- 11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
- 12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
 - a. communication
 - b. social interactions
 - c. academics
 - b. daily living
 - c. executive functioning
- 13. Describe the benefits of community-based instruction.
- 14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.



15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe how individuals with autism are included in transition planning in your district.

7. Learning Procedures (Methods):

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

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☒ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☐ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)



- ☒ **R** Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ **S** Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ **T** Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

[Click or tap here to enter text.](#)



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 Development evaluation data to reflect on practices and plan future sessions.

District record keeping data related to development of this component:

Date Approved
Department
Name of component author

**July 2020
ESE Services
Peggy
Williams**



Clay County District Schools High Quality MIP (HQMIP) Component

11. Identification

Title: <i>Name of Component</i>	Ethics – Instructional Personnel
Component Number:	8-410-503
Function: <i>(One digit code)</i>	8
Focus Area: <i>(3 digit code)</i>	410
Local Sequence Number(s): <i>(3 digit code(s))</i>	503
Points to be Earned: <i>Number/range of points to be earned for component</i>	3 Points maximum

12. Description: *Briefly describe the content or general objectives.*

Florida certified educators are held to standards of conduct as outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guideposts of what professional educators and members of the community can and should expect from educators. This training covers all components of Rule 6A-10.081 and F.S.1012.795

13. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success



- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐

14. Florida PD Protocol Standards Supported by this Component: Click Here for List

☒ Check here if not significantly related to any Protocol Standard.

15. Impact Area(s): *Select all that apply.*

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

16. Specific Learner Outcomes: *Identify the priority study and/or on-the-job implementation outcomes.*

- 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

17. 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.
- Teachers will engage actively in discussions or proper decision making on and off campuses.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

- Each participant will complete one or more of the following:
 - i. Survey of training and questions that may need addressing
 - ii. Write reflection of learned knowledge from training

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
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- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
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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)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))



18. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- ☒ P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- ☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- ☐ R Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- ☐ S Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- ☐ T Evaluation of Practice Indicators - The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

19. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

➤ NA

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

NA

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?

NA

District record keeping data related to development of this component:

Date Approved

Department

Name of component author

**Human
Resources
Brenda
Troutman**

DRAFT



Specialized Training Components Add-on Endorsement Programs

Training components used for Add-on Endorsement programs are found within the written program submitted under separate cover. For information regarding these components, please contact the Professional Development Department.

Approved Add-on Endorsement Programs:

- Athletic Coaching
- English for Speakers of Other Languages (ESOL)
- Gifted
- Reading
- Autism Spectrum Disorders

DRAFT



School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C13 - Approval of Language Essentials for Teachers of Reading and Spelling (LETRS) for Reading Endorsement

Description

Florida state statute requires the Reading Endorsement for teachers who provide reading intervention instruction for students. Language Essentials for Teachers of Reading and Spelling (LETRS) provides teachers with the necessary skills and resources to teach struggling readers. This program is based on the Science of reading instruction and leverages decades of research including the latest neuroscience that reveals how students learn to read and how to teach reading with effective instruction. The comprehensive program provides a depth of content beyond other literacy professional development solutions-covering all essential components of reading, language, spelling, and writing.

LETRS is approved by the Florida Department of Education as an effective professional learning program that meets the needs of struggling readers, and Clay County District Schools has received program approval from FLDOE for using LETRS as the district Reading Add-On Endorsement.

“The LETRS professional development course of study is unique in many ways. Because reading is a language-based skill, simply learning strategies to address reading as a text-based skill is inadequate. LETRS is grounded in the fundamental idea that reading difficulties can be best addressed by teaching the structures and functions of language directly. Teachers learn what, when and how language skills need to be taught and ways to develop language for both prevention and intervention of struggling readers. Oral language is the basis for later reading comprehension. Second language learners and children who come to school from a background of poverty need extra support at the oral language level in order to give them the best chance of becoming proficient readers. Yet our teachers seldom have the opportunity for undergraduate work, graduate work or professional development in oral language and its impact on literacy learning. When we combine instruction in language with instruction about reading foundational skills like phonemic awareness and basic phonics, we are creating a strong basis upon which strategies and skills for advanced decoding, vocabulary development, fluency, deep reading comprehension of various text genres and writing can develop.

While deeply grounded in the science of reading, LETRS gets teachers involved in their own learning throughout the units of study. As teachers learn about instructional practices that align with the theory and research they are learning in their classes, text and online units of study, there are activities and self-evaluations in the text and online that give teachers the grounding in classroom instruction they desire and need. Teachers create a reflective journal throughout their study and work and have constant opportunities that bridge the research and theory about instruction and assessment directly into their classrooms to help them internalize the knowledge as they apply and practice what they are learning.

Louisa Moats says, “Teachers do better, when they know better.” LETRS allows teachers to increase their knowledge base and their understanding of why they do what they do as they teach children to read. As committed as LETRS is to empowering teachers, we never lose sight of why this work is so important. We always stay focused on the student, because it is the student whose life can be changed by a well-informed and caring teacher. One of the first activities we do in the beginning of our first unit of study is to ask teachers to think of a student who they taught and who they wished they could have helped more. We then have the teachers dedicate their study to that student. Every teacher knows that they could do better if they knew better! Teachers love LETRS because they know that it adds value to their practice and through those changes that occur it helps them change the lives of the students they care so much about.

In reviewing the Florida Reading Endorsement matrix, it is clear that the full scope of LETRS aligns with the scope and goals of the FL Reading Endorsement and Florida’s dedication to developing the strongest reading teachers. In addition, the blend of print, online and face-to-face resources/trainings match the time requirements of the Reading Endorsement process (60 hours for each competency – 300 total hours).”

Gap Analysis

It is estimated that approximately 600 Clay County teachers need the Reading Endorsement to educate the 5500 students requiring reading intervention. Approximately 200 teachers throughout the district were Reading Endorsed when the statute went into effect, and 300 teachers received the Reading Endorsement during the 2019-20 school year through the Job Embedded Reading Endorsement and the Traditional Reading Endorsement pathways.

Previous Outcomes

It is estimated that approximately 600 Clay County teachers need the Reading Endorsement to educate the 5500 students requiring reading intervention. Approximately 200 teachers throughout the district were Reading Endorsed when the statute went into effect, and 300 teachers received the Reading Endorsement during the 2019-20 school year through the Job Embedded Reading Endorsement and the Traditional Reading Endorsement pathways.

Expected Outcomes

The contract with LETRS will provide for 90 additional teachers to receive their Reading Endorsement thereby increasing their capacity to teach reading to all students and particularly to struggling readers.

Strategic Plan Goal

Goal 1: Develop a High Quality & Aligned Instructional System, Goal 5: Develop and support great educators, support personnel, and leaders.

Strategy 1.1 Provide teachers and students with the tools and resources necessary to meet the demands of the Florida Standards and students' individual needs., Strategy 5.2: Provide ongoing training and support for teachers, support staff, and leaders.

Recommendation

That the Clay County School Board approve the contract for LETRS for the Reading Add-On Endorsement

Contact

Roger Dailey, Chief Academic Officer, Roger.Dailey@myoneclay.net

Financial Impact

\$125,308.00 (Title II pending FLDOE approval)

Review Comments

Attachments

🔗 [200137 Voyager Sopris Learning.pdf](#)

☒ APPROVED

200137

CONTRACT REVIEW FORM ("CRF")		BOARD MEETING DATE: <small>WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED</small>
Date Submitted: <u>5/20/20</u>		
Contract Initiator (Name of Person Overseeing the Contract): <u>Jamie Iannone</u>		Telephone Number: <u>336-6951</u>
School/Department Submitting Contract: <u>Professional Development</u>		
Vendor/Contractor Name: <u>Voyager Sopris Learning, Inc.</u>		
Contract Title: <u>Voyager Sopris Learning - LETRS</u>		
Contract Type: <input checked="" type="checkbox"/> New <input type="checkbox"/> Renewal <input type="checkbox"/> Amendment <input type="checkbox"/> Extension <input type="checkbox"/> Date Original Contract Approved:		
Contract Term: <u>4/30/21</u>		Renewal Option(s):
Contract Cost: <u>\$73,348.00</u> Payment Schedule (Monthly? Upon delivery? When finished?): <u>\$51,960.00 = \$125,308.00</u>		
Funding Source: <u>Title II A</u> Purchase Requisition No.:		
Strategic Plan Tie-in Explanation:		
Pre-Approved by Superintendent or Designee? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Additional Information: <div style="text-align: right; color: red; font-weight: bold; font-size: 1.2em;">RECEIVED 6/1/20</div>		
CONTRACT REQUIRED DOCUMENTS ("CRD") PACKAGE ATTACHED? <input checked="" type="checkbox"/> Completed Contract Review Form <input checked="" type="checkbox"/> SBAO Template Contract or other Contract (with all basic and mandatory terms) <input type="checkbox"/> SIGNED 2018 Addendum A (if not an SBAO Template Contract)* <small>*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."</small> <input checked="" type="checkbox"/> Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements: <small>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].</small>		

Approvals

Comments

Purchasing Department	Approved	Denied	
Review Date: <u>5/27/2020</u>	<input checked="" type="checkbox"/>		<u>Educational Services by Producer publisher, Professional Services lectures.</u>
Risk Management Department	Approved	Denied	
Review Date:			
School Board Attorney	Approved	Denied	
Review Date: <u>6/5/20</u>	<input checked="" type="checkbox"/>		
Information & Technology Dept.	Approved	Denied	
Review Date:			
Other:	Approved	Denied	
Review Date:			

RECEIVED
MAY 27 2020
PURCHASING

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

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

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

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

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

1. Contractor shall timely perform and deliver to the District services which include: LETRS Facilitator Training. [The Parties may attach and label as a numbered Exhibit (i.e., Exhibit 1, Exhibit 2, etc.) a document which details the scope of services. The Parties must sign and date the document].

2. In exchange, Contractor shall be compensated by the District as follows: Exhibit B (quotes 00082095 and 00082099). [The Parties may attach and label as a numbered Exhibit (i.e., Exhibit 1, Exhibit 2, etc.) a document which details rates and/or payment schedules. The Parties must sign date the document]. Invoicing and payment obligations and procedures shall comply with and be governed by section 218.70, et seq., Florida Statutes ("Prompt Payment Act").

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14. Contractor understands and agrees that it is subject to all federal and state laws and District rules relating to the confidentiality of student information. Contractor further agrees to comply with the Family Educational Rights and Privacy Act ("FERPA") 34 C.F.R. § 99. Contractor shall regard all student information as confidential and will not

disclose personally-identifiable student records or information to any third party without appropriate legal authorization.

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

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

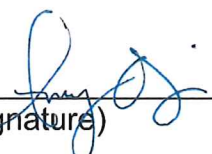
IN WITNESS WHEREOF, the Parties, by and through execution of this Agreement by their authorized representative below, concur with and bind themselves to all terms and conditions of this Agreement.

AS TO CONTRACTOR:

Amy Otis
(Printed Name)

Vice President, Bids and Contracts
(Title)
17855 Dallas Parkway, Suite 400

Dallas, TX 75287
(Address)
800.547.6747 vslbidscontracts@voyagersopris.com
(Phone number and e-mail)


(Signature)
05/18/2020
(Date)

AS TO BOARD/DISTRICT:

(Printed Name)

(Signature)

(Title)

(Date)

(Address)

(Phone number and e-mail)

DRAFT

EXHIBIT A

INDEPENDENT CONTRACTOR WORKERS COMPENSATION ACKNOWLEDGEMENT

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

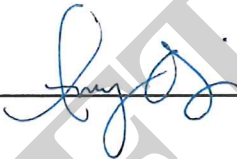
1. Contractor is not an "Employee" as defined under Chapter 440 of the Florida Statutes. The Parties agree that Chapter 440 describes remedies for employers and employees in place of Florida common law and limits the rights of independent contractors like the undersigned.
2. Contractor maintains a separate business with its own work equipment, material, and accommodations.
3. Contractor has a different federal employer identification number than the District or is a sole proprietor who is not required to obtain a federal employer identification number under state or federal regulations.
4. Contractor receives compensation for services rendered or work performed, and such compensation is paid to a business rather than to an individual.
5. Contractor maintains at least one bank account in the name of the Contractor or associated persons or entities for the purposes of paying business expenses related to the services rendered or work performed for the District.
6. Contractor performs work or is able to perform work for entities other than the District at the Contractor's election without the necessity of completing an employment application or process.
7. Contractor either provides its own workers compensation coverage or has elected to be exempt from workers compensation coverage.
8. Contractor has provided proof of other insurance, including liability

insurance, to the District in the amounts required by the District.

9. Contactor had an opportunity to review and consult with legal counsel regarding this document.

10. Contactor understands that the District is relying upon the truthfulness and accuracy of representations in this acknowledgement as a material basis for the District entering into the underlying agreement(s) with Contractor.

Name of Contractor/Vendor: Voyager Sopris Learning, Inc.

Signature of Authorized Representative: 

Printed Name of Authorized Representative: Amy Otis

Title of Authorized Representative: Vice President, Bids and Contracts

Date: 05/18/2020



Voyager Sopris Learning
 Attn: Order Entry Department
 17855 Dallas Pkwy, Suite 400
 Dallas, Texas 75287
 Phone: (800) 547-6747
 Fax: (888) 819-7767
 Email: CustomerService@voyagersopris.com

Quote Number 00082095
 Created Date 5/5/2020

Quote To Jamie Iannone
 Phone 9048324070
 Email jamie.iannone@myoneclay.net

Bill To Name Clay Co School District
 Bill To 900 Walnut St
 Green Cv Spgs, FL 32043
 US
 Ship To Name Clay Co School District
 Ship To 900 Walnut St
 Green Cv Spgs, FL 32043
 US

Sales Executive

David Traviesa
 +1 8133262686
david.traviesa@voyagerlearning.com

Description	Product Code	Quantity	Sales Price	Total Price
LETTRS - FL Reading Endorsement Full Course (per participant)	FRE2020	50.00	\$1,299.00	\$64,950.00
LETTRS Webinar @ \$500/hour	354052	8.00	\$500.00	\$4,000.00
LETTRS Facilitator Training Bundle for Units 1-4	356605	2.00	\$399.00	\$798.00
Open LETTRS 3rd Facilitator Training per person	355717	2.00	\$1,800.00	\$3,600.00

Total Due \$73,348.00

Comments

LETRS®

Voyager Sopris Learning
Attn: Order Entry Department
17855 Dallas Pkwy, Suite 400
Dallas, Texas 75287
Phone: (800) 547-6747
Fax: (888) 819-7767
Email: CustomerService@voyagersopris.com

Quote Number 00082099
Created Date 5/5/2020

Quote To Jamie Iannone
Phone 9048324070
Email jamie.iannone@myoneclay.net

Bill To Name Clay Co School District
Bill To 900 Walnut St
Green Cv Spgs, FL 32043
US
Ship To Name Clay Co School District
Ship To 900 Walnut St
Green Cv Spgs, FL 32043
US

Sales Executive

David Traviesa
+1 8133262686
david.traviesa@voyagerlearning.com

Description	Product Code	Quantity	Sales Price	Total Price
LETRS - FL Reading Endorsement Full Course (per participant)	FRE2020	40.00	\$1,299.00	\$51,960.00

Total Due \$51,960.00

Comments

MANDATORY CERTIFICATIONS: CONTRACTS SUPPORTED BY FEDERAL FUNDS

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

REGULATORY COMPLIANCE STATEMENT

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

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

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

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

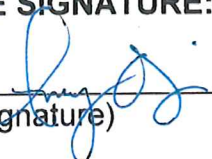
THE FOREGOING IS ACKNOWLEDGED AND AGREED TO BY THE CONTRACTOR.

CONTRACTOR NAME: Voyager Sopris Learning, Inc.

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Amy Otis
(Printed Name)

Vice President, Bids and Contracts
(Title)


(Signature)

04/13/2020
(Date)

CERTIFICATION REGARDING NON-DISCRIMINATION

THE UNDERSIGNED ASSURES THAT IT SHALL COMPLY WITH:


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

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

CONTRACTOR NAME: Voyager Sopris Learning, Inc.

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Amy Otis
(Printed Name)


(Signature)

Vice President, Bid and Contracts
(Title)

04/13/2020
(Date)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

CONTRACTOR NAME: Voyager Sopris Learning, Inc.

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Amy Otis
(Printed Name)


(Signature)

Vice President, Bids and Contracts
(Title)

04/13/2020
(Date)

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

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

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

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


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

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

CONTRACTOR NAME: Voyager Sopris Learning, Inc.

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Amy Otis
(Printed Name)


(Signature)

Vice President, Bids and Contracts
(Title)

04/13/2020
(Date)

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

CONTRACTOR NAME: Voyager Sopris Learning, Inc.

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Amy Otis
(Printed Name)


(Signature)

Vice President, Bids and Contracts
(Title)

04/13/2020
(Date)

NON-COLLUSION AFFIDAVIT

STATE OF ~~FLORIDA~~ COLORADO
COUNTY OF ~~CLAY~~ BOULDER

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

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

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

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

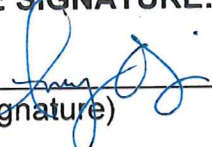
(4) (INSERT NAME OF COMPANY Voyager Sopris Learning, Inc.) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in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

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

CONTRACTOR NAME: Voyager Sopris Learning, Inc.

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Amy Otis
(Printed Name)


(Signature)

Vice President, Bids and Contracts
(Title)

04/13/2020
(Date)

Mandatory Certifications, May 2018, SBAO (web)



CERTIFICATE OF LIABILITY INSURANCE

DATE(MM/DD/YYYY)
04/09/2020

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

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

PRODUCER Aon Risk Services Southwest, Inc. Dallas TX Office 5005 Lyndon B Johnson Freeway Suite 1500 Dallas TX 75244 USA	CONTACT NAME:	
	PHONE (A/C. No. Ext): (866) 283-7122	FAX (A/C. No.): (800) 363-0105
INSURED Voyager Sopris Learning, Inc. 17855 Dallas Pkwy Ste 400 Dallas TX 75287-6857 USA	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	NAIC #	
	INSURER A: Berkley National Insurance Company 38911	
	INSURER B:	
	INSURER C:	
INSURER D:		
INSURER E:		
INSURER F:		

COVERAGES **CERTIFICATE NUMBER:** 570081401339 **REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDITIONAL INSURED	SUBROGATION	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	Limits shown as requested	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:			TCP701596510	02/15/2020	02/15/2021	EACH OCCURRENCE	\$1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$1,000,000
							MED EXP (Any one person)	\$15,000
							PERSONAL & ADV INJURY	\$1,000,000
							GENERAL AGGREGATE	\$2,000,000
							PRODUCTS - COMP/OP AGG	\$2,000,000
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			TCP 7015965-10	02/15/2020	02/15/2021	COMBINED SINGLE LIMIT (Ea accident)	\$1,000,000
							BODILY INJURY (Per person)	
							BODILY INJURY (Per accident)	
							PROPERTY DAMAGE (Per accident)	
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTION						EACH OCCURRENCE	
							AGGREGATE	
A	<input type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/MEMBER (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	TWC701596610	02/15/2020	02/15/2021	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER	
							E.L. EACH ACCIDENT	\$1,000,000
							E.L. DISEASE-EA EMPLOYEE	\$1,000,000
							E.L. DISEASE-POLICY LIMIT	\$1,000,000

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

RE: 2020 LETRS training for up to 50 participants. School Board of Clay County and all Board officers and employees are included as Additional Insured in accordance with the policy provisions of the General Liability and Automobile Liability Policies.

CERTIFICATE HOLDER

School Board of Clay County
900 Walnut Street
Green Cove Springs FL 32043 USA

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

Aon Risk Services Southwest, Inc.

Holder Identifier :

570081401339

Certificate No :





CERTIFICATE OF LIABILITY INSURANCE

DATE(MM/DD/YYYY)
04/09/2020

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

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

PRODUCER Aon Risk Services Southwest, Inc. Dallas TX Office 5005 Lyndon B Johnson Freeway Suite 1500 Dallas TX 75244 USA	CONTACT NAME:	
	PHONE (A/C. No. Ext): (866) 283-7122 FAX (A/C. No.): (800) 363-0105	
INSURED Voyager Sopris Learning, Inc. 17855 Dallas Pkwy Ste 400 Dallas TX 75287-6857 USA	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A: Berkley National Insurance Company	38911
	INSURER B:	
	INSURER C:	
	INSURER D:	
INSURER E:		
INSURER F:		

COVERAGES **CERTIFICATE NUMBER:** 570081401339 **REVISION NUMBER:**

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

Limits shown are as requested

INSR LTR	TYPE OF INSURANCE	ADDITIONAL INSURED	SUBROGATION WAIVED	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:			TCP701596510	02/15/2020	02/15/2021	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000 MED EXP (Any one person) \$15,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$2,000,000 PRODUCTS - COMP/OP AGG \$2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			TCP 7015965-10	02/15/2020	02/15/2021	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION						EACH OCCURRENCE AGGREGATE
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/MEMBER (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	TWC701596610	02/15/2020	02/15/2021	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE-EA EMPLOYEE \$1,000,000 E.L. DISEASE-POLICY LIMIT \$1,000,000

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

RE: 2020 LETRS training for up to 50 participants. School Board of Clay County and all Board officers and employees are included as Additional Insured in accordance with the policy provisions of the General Liability and Automobile Liability Policies.

CERTIFICATE HOLDER

CANCELLATION

School Board of Clay County 900 Walnut Street Green Cove Springs FL 32043 USA	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE <i>Aon Risk Services Southwest, Inc.</i>

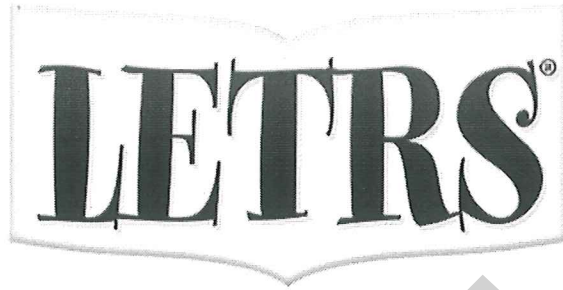
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Holder Identifier :

570081401339

Certificate No :

Discover the *LETRS* Suite of Professional Learning



(<https://www.voyagersopris.com/professional-development/leters/leters-k-12>)

Literacy educators benefit from PD and teacher training that provides depth of knowledge; language and literacy skills; and practice to successfully address struggling K–12 students.

Explore (</professional-development/leters/leters-k-12>)



(<https://www.voyagersopris.com/professional-development/early-childhood-leters/overview>)

Equip early childhood educators with literacy PD focused on the science of reading to teach the foundational skills young students (preK–K) need before learning to read and write.

Explore (</professional-development/early-childhood-leters/overview>)



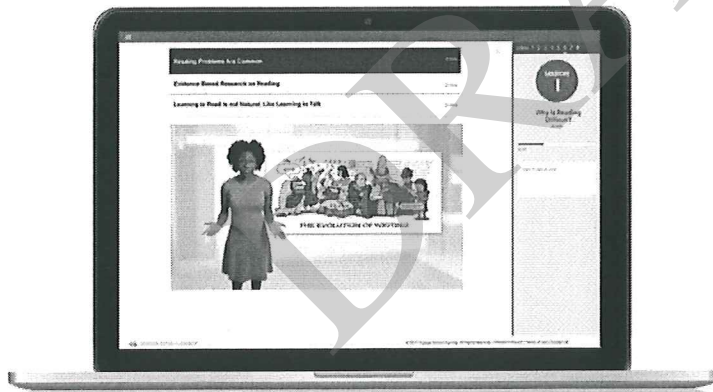
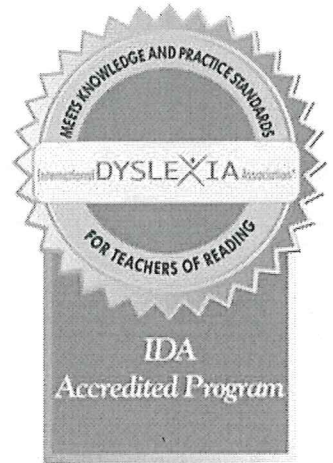
(<https://www.voyagersopris.com/professional-development/leters-for-administrators/overview>)

To serve as a catalyst for facilitating change and implementing strong literacy instruction districtwide, literacy leaders are empowered by the knowledge gained from this solution.

Explore (</professional-development/leters-for-administrators/overview>)

Champion Change and Make a Difference for Your Students

Developed by renowned literacy experts Dr. Louisa Moats and Dr. Carol Tolman, *LETRS*® is a flexible literacy professional development solution for preK–12 educators. *LETRS* earned the International Dyslexia Association's Accreditation and provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.





Respected Authorship

Louisa C. Moats, Ed.D., and Carol A. Tolman, Ed.D.

Louisa C. Moats, Ed.D., is a nationally recognized authority on literacy education and is widely acclaimed as a researcher, speaker, consultant, and trainer. Dr. Moats received her doctorate in reading and human development from the Harvard Graduate School of Education and is widely published on reading instruction, the professional development of teachers, and the relationship between language, reading, and spelling.

Carol A. Tolman, Ed.D., has a doctorate in educational psychology and has been a consultant at the state, district, and school levels for more than 15 years. Dr. Tolman also has more than 25 years of experience in public schools and the juvenile justice system, spending 12 years designing and implementing an innovative reading clinic for academically challenged high school students.

LETRS: Making a Difference in Mississippi

When state of Mississippi officials provided funding to train educators in the science of reading, Voyager Sopris Learning® partnered with them to deliver *LETRS* literacy professional development. In four short years, the results have been astonishing, and each year measures significant student literacy gains.

About Us

Making Success a Reality for All Students and Teachers

All students have a right to be successful in the classroom and in life. Through evidence-based intervention, high-quality professional development, and trusted formative assessment, we make this a reality for every learner.

We envision a world where literacy and numeracy are realities for all students. To realize this vision, we build and implement solutions in four key areas:

1. Evidence-based instructional solutions for intervention
2. In-depth, relevant professional development and coaching services
3. Reliable and valid assessments of student needs and progress
4. Blended learning that meets students where they are and accelerates achievement

Company Overview

Voyager Sopris Learning is part of the Cambium Learning® Group (<http://www.cambiumlearning.com/>), a leading educational solutions and services company committed to helping all students reach their full potential. Voyager Sopris Learning provides innovative, evidence-based instructional solutions (/product) and professional development (/professional-development) services to preK–12 students and their teachers.

The Voyager Sopris Learning team is comprised of experienced educators with years of classroom experience, technology leaders and innovators, and world-renowned curriculum and professional development authors.

Our diverse, talented, and dedicated team is leading the way in educational technology innovation with solutions that meet the needs of teachers, enabling them to deliver impactful and differentiated instruction to their students.

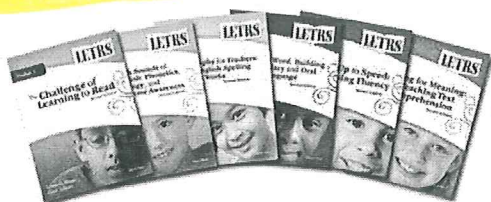
With evidenced-based, award-winning products in literacy (/literacy), math (/math), and professional development (/professional-development), we work in collaboration with schools and school districts to provide a full range of services from implementation to online and on-site support services.

Success Stories

Publications

Journal articles
Policy papers
Books & book chapters
Instructional materials
About LETRS

About LETRS



BUY ONLINE!

Buy LETRS online
<http://www.letrs.com>

Cambium Learning Store
<http://store.cambiumlearning.com>

facebook

Overview of LETRS (Language Essentials for Teachers of Reading and Spelling)

LETRS® is a professional development series of books, workshops, and on-line courses for K-12 instruction in reading, spelling, and related language skills. We want LETRS participants to understand:

1. The content of instruction, or *what* must be taught during reading and spelling lessons;
2. The reasons why the content is important, or *why* all the components of reading instruction are necessary;
3. *Who* needs what kind of instruction, or *how to interpret* individual differences in student achievement; and
4. *How to explain* written English so that it makes sense and is remembered.

LETRS may be implemented as core content for professional development, a basis for graduate or undergraduate coursework in reading, or as a unique and comprehensive resource for teachers of reading.

Modules are often delivered within a sequence of three to five days of training or as a 3-credit course at the upper undergraduate or graduate level. We recommend that LETRS be delivered by a certified national or regional LETRS trainer.

We recommend that teachers who have had little experience with or exposure to the science of reading and research-based practices begin with LETRS *Foundations* (Glaser & Moats, 2008). *Foundations* is a stepping stone into the regular LETRS modules. *Foundations of Reading Instruction* is now an on-line course offered through Sopris West or other entities that have licensed the content.

LETRS is not a reading instruction program. LETRS modules prepare teachers to learn and use any well-designed reading program; the modules do not substitute for program-specific training. LETRS complements and supports the implementation of programs aligned with scientifically-based reading research.

LETRS modules are designed to be delivered in sequence, but flexible sequencing is also possible. In sequence, the modules build on the overview and introductory content, focusing first on phonology, phoneme awareness, and the writing system (orthography) of English. Next, the modules progress to topics in vocabulary, fluency, and comprehension instruction. Later modules (7-9) target reading instruction for the primary grades and include a module on assessment for prevention and early intervention. The final series (modules 10-12), designed for educators who work with students at grade 3 and above, addresses advanced phonics and word study, comprehension and study skills in content-area reading, and assessment.

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- Education & Bio
- Positions Held
- Boards & Awards

- Journal articles
- Policy papers
- Books & book chapters
- Instructional materials
- About LETRS

- News
- Events

- Readings
- Websites
- Conferences
- Products & Programs

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C14 - Healthcare Services Agreement

Description

Agreement between MAXVAC, LLC (Health Hero Florida) and the Clay County District Schools. The company will be providing vaccines to the students in Clay County such as the Flu vaccine and Tdap vaccines. They will be replacing the services that Healthy Schools, LLC used to provide to our schools.

Gap Analysis

Compare performance against potential.

Previous Outcomes

To provide continued health services.

Expected Outcomes

To provide needed vaccines to the students of Clay County District Schools.

Strategic Plan Goal

Approve the Healthcare Services Agreement as submitted.

Recommendation

Approve as submitted.

Contact

Kristin Riebe, Coordinator of Nursing Services (904) 336-6884, kristin.riebe@myoneclay.net

Financial Impact

N/a

Review Comments**Attachments**

☞ [Contract Review Form & Contract with Health Hero Florida.pdf](#)

CONTRACT REVIEW FORM ("CRF")

BOARD MEETING DATE:

6/25/2020
WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE
ITEM ON AGENDA UNTIL REVIEW IS COMPLETED

Date Submitted: 6-01-20

Contract Initiator (Name of Person Overseeing the Contract):

Kristin Kiebo

Telephone Number:

904-336-6889

School/Department Submitting Contract:

Climate & Culture

Vendor/Contractor Name:

Health Hero Florida

Contract Title:

Healthcare Services Agreement

Contract Type: New ☒ Renewal ☐ Amendment ☐ Extension ☐ Date Original Contract Approved:

Contract Term:

3 years

Renewal Option(s):

Contract Cost:

N/A

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

Funding Source:

N/A

Purchase Requisition No.:

Strategic Plan Tie-in Explanation:

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

Mr. Bickner reviewed

Additional Information:

Health service company to provide vaccines to our students. The vaccines include ~~Flu~~^{Flu} Flu, Tdap

CONTRACT REQUIRED DOCUMENTS ("CRD") PACKAGE ATTACHED?

Completed Contract Review Form

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

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

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

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

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

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

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

Workers' Compensation = \$100,000 Minimum

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

Approvals

Comments

Purchasing Department	Approved	Denied	
Review Date: 6/1/2020	Bickner		No Cost
Risk Management Department	Approved	Denied	
Review Date:			
School Board Attorney	Approved	Denied	
Review Date: 5/28/2020	Bickner		Approved with Changes made per Email Dated 5/28/2020
Information & Technology Dept.	Approved	Denied	
Review Date:			
Business Affairs Division	Approved	Denied	
Review Date:			

HEALTHCARE SERVICES AGREEMENT

THIS HEALTHCARE SERVICES AGREEMENT (the "Agreement") is entered into this 27 day of May, 2020 (the "Effective Date") by and between MAXVAX, LLC, a Florida limited liability company, d/b/a Health Hero Florida (the "Provider") and the THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA (the "District").

WITNESSETH:

WHEREAS, the Provider's primary objective is to provide vaccines to students in order to promote the public health; and

WHEREAS, the District is interested in creating partnerships with organizations that provide high quality programs that promote the health, safety, wellbeing, and academic success of all students and welcomes this particular focus on the health of its students and their families; and

WHEREAS, the Provider shall provide influenza vaccinations administered by licensed healthcare workers to students who have furnished a signed consent to receive a vaccination from Provider; and

WHEREAS, the Provider shall provide such support staff and supplies as may be required for the delivery of the Services as hereinafter described.

NOW, THEREFORE, in consideration of the premises and the mutual covenants set forth in this Agreement, and intending to be legally bound, the Provider and the District agree as follows:

1. Recitals. The recitals set forth hereinabove are accurate, correct, and true, and are incorporated herein by this reference.

2. Term and Termination.

a. Term. The initial term of this Agreement shall commence on the Effective Date and expire three (3) years thereafter (the "Initial Term"). Following the Initial Term, this Agreement shall automatically renew for additional terms of one (1) year each (each a "Renewal Term") unless either party gives written notice to the other party of its intent not to renew this Agreement at least sixty (60) days prior to the end of the Initial Term or any Renewal Term. The Initial Term and all Renewal Terms shall collectively be referred to as the "Term".

b. Termination. The Term of this Agreement may be terminated by either party: (i) at any time upon not less than sixty (60) days written notice prior to the end of a Term; or (ii) immediately upon written notice to the other party in the event such party has materially breached this Agreement and failed to cure such breach (to

the extent curable) within thirty (30) days of receipt of the non-breaching party's notice of such breach.

3. Provider Obligations. During the Term, Provider shall provide vaccinations and immunizations at various Locations (as defined below) designated by the District (the "Services"). Provider's provision of the Services shall include the following obligations:

a. Program Overview. Provider's plan for performing the Services has been or shall be reviewed and approved by a physician licensed to practice medicine in the State of Florida who is in good standing with the Board of Medicine. Provider shall ensure that all nurses administering vaccinations are properly licensed to practice in the State of Florida and will follow the national Centers for Disease Control and Prevention ("CDC") protocols for administering vaccinations.

b. Administration of Vaccine. Provider shall administer the Services according to the recommendations and guidance issued by the CDC and applicable vaccine manufacturers. Provider acknowledges that vaccines, syringes, and needles cannot be reused. Provider shall administer all vaccines requested by a medically eligible student's parent or guardian regardless of age or insurance.

c. Vaccines. Provider shall supply all vaccines required for the Services. Provider shall have exclusive ownership and control over its vaccine supply. Provider shall transport, store, and handle the vaccines in accordance with the Vaccine Storage and Handling Recommendations and Prevention Recommendations for Storage and Handling of Selected Biologicals promulgated by the United States Department of Health and Human Services and the CDC. Provider shall handle the vaccines in accordance with the vaccine package inserts. Provider will supply all other needed medical supplies for the Services, including any sharps biohazard containers required for proper and safe disposal of medical supplies.

d. Consent. Provider shall only provide Services to any person who has delivered a signed vaccination consent form (or, in the case of any student under the age of eighteen (18), their parent or guardian shall have signed a vaccination consent form) (the "Consent"). The Consent shall be available in both English and Spanish.

e. Information Sheet. Provider shall furnish a current Vaccine Information Sheet to each person receiving a vaccine and answer questions about the benefits and risks of vaccination along with the Consent. Provider may furnish other informational sheets with respect to the Services.

f. Records. Provider shall keep a record of the administration of Services by individual name, date, site, vaccine type, lot number, and the name of the health care providers for the vaccines it administers. Provider shall record the administration of vaccines into the "Florida SHOTS" statewide online immunization

registry (or any replacement for such registry). Provider shall maintain records of each Consent.

g. Provision of Services. The Provider shall only provide Services in those Locations designated by the District. District staff need not be present for Provider to provide Services, but **under no circumstances** shall the Provider provide Services or interact with students in any non-public location.

h. Background Screenings. Provider shall comply with all applicable laws and regulations regarding background screenings for all Provider staff administering and supporting the Services as Provider's sole expense. Provider represents and warrants to the District that it shall comply with Sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 of the Florida Statutes regarding background screenings.

i. Conduct of Staff. All Provider staff who are present at any Location shall wear professional attire. All such staff shall follow any guidelines for conduct and interactions with students, faculty, and administration issued by the District. Provider shall train all staff and establish a code of conduct for such staff that governs their behavior and interactions with students, faculty and administration; prohibits fraternization, harassment, and bullying; sets high expectations for ethical and moral conduct; and prohibits violations of applicable Florida law or any policies implemented by the District with respect to the Services.

j. Publicity. Provider shall obtain the written approval of the District prior to distributing any consent forms, announcements, e-mails, advertising posters, or other documents regarding any Services or events related to the Services. Provider shall, in connection with any such documents, furnish its contact information to parents and guardians.

4. District Obligations.

a. Coordination with Provider. The District shall determine school locations for the provision of Services in its sole discretion (each a "Location") and provide a list of such Locations to the Provider no later than thirty (90) days prior to the provision of Services at such Locations. The District shall distribute Consents and related vaccine information forms to students in both English and Spanish as requested by Provider prior to the provision of Services. The District shall provide an estimated number of participants at each Location at least fourteen (14) days prior to the Provider's provision of Services at such Location, as well as notification of all Consents received by the District.

b. Facilities. The District shall provide adequate space and furniture at each Location for the provision of Services which shall include at least six (6) four foot

(4') tables, ten (10) chairs, three (3) large, and two (2) small trash cans for use during the provision of Services. If COVID-19 protocols are still in effect, the space shall be arranged in accordance with the CDC's social distancing guidelines. Provider shall not be responsible for any costs for the use of a Location so long as Provider complies with the hours previously selected by the District and causes no damage to the facility.

c. District Personnel. The District shall designate a single contact person to coordinate the provision of the Services with Provider (the "Coordinator"). The District shall provide a current contact list, including e-mails, for all personnel (including school nurses and principals or administrators) participating in the Services. The District shall provide sufficient volunteers or school personnel at each Location to manage the flow of students receiving Services ensure that students arrive in a timely manner.

d. Promotion. The District will use existing assets to educate and promote services to students and their families. The District shall use school reminder systems to remind students and families of the availability of the Services and the need for a signed Consent in advance of such Services.

5. Treatment Eligibility and Financial Matters.

a. Eligibility. Provider will only administer Services to persons who present a signed Consent. Minors must have said consent forms signed by a parent or legal guardian. Provider will deliver Services in accordance with CDC guidelines and accepted standards of medical practice. Students will not be refused services due to lack of insurance or inability to pay an administrative fee under Florida's Vaccines for Children Program.

b. No Financial Liability. The District shall have no financial responsibility to Provider for any Services delivered under this Agreement, and Provider assumes all risks regarding such Services.

c. Billing for Services. To the extent permitted by state and federal law, Provider may contact and bill any appropriate third-party payor, including, but not limited to those identified in the Consent.

6. Other Matters.

a. Confidentiality and Compliance with Privacy Laws. Each party hereto shall comply (and shall cause their respective elected or appointed officials, managers, officers, employees, contractors, and agents to comply) with the Health Insurance Portability and Accountability Act ("HIPAA"), the Family Educational Rights and Privacy Act ("FERPA"), the Florida Statutes, and all other applicable laws protecting students' and parents' rights to privacy and confidentiality, particularly as they pertain to individually identifiable education and health records, in connection with this Agreement and the provision of Services hereunder.

b. Public Records. Except as may be limited by HIPAA, FERPA, or other similar laws, Provider and its agents are required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, with respect to public records (as that term is defined by Chapter 119) that are received or created in connection with this Agreement.

c. Compliance with Federal and State Health Care Laws and Regulations. Each party hereto shall comply (and shall cause their respective elected or appointed officials, managers, officers, employees, contractors, and agents to comply) with and have therefore structured this Agreement so as to comply with all applicable federal and state health care laws ("Laws") rules and regulations ("Regulations") affecting, resulting or governing this Agreement including, but not limited to the Medicare/Medicaid Anti-Kickback Statute 42 U.S.C. 1320a-7b(b), Safe Harbor Regulations 42 C.F.R. Part 1001, the Stark Statute, 42 U.S.C 1395nn and 42 C.F.R Part 411.350 et. seq., and Fla. Stat. §§ 456.053, 456.054, 817.505.

i. If at any time this Agreement is found to violate the Laws or the Regulations or if either party has a reasonable belief that this Agreement creates a material risk of violating the Laws or the Regulations, such party shall notify the other in writing and shall describe the violation or potential violation with particularity. Within thirty (30) days of such notice the parties shall commence the re-negotiation of this Agreement in good faith in light of the issues raised. If the parties fail to reach agreement within sixty (60) days of the written notice, the Term of this Agreement shall automatically terminate.

ii. This Agreement is not intended to induce the referral of patients. The parties acknowledge that there is no obligation or compensation under this Agreement or any Agreement between Provider and the District that requires Provider or the District to refer, recommend or arrange for, any items or services paid for by Medicare, Medicaid, any other federal benefit program, or any private insurance carrier.

d. Good Standing Representation. Provider represents to the District that neither Provider nor Provider's managers, officers, employees, or agents have ever: (i) been convicted of, or indicted for, a crime related to health care, or listed by a federal agency as debarred, excluded, or otherwise ineligible for participation in a federally-funded health care program (or notified of such action); or (ii) otherwise engaged in conduct for which a person can be so convicted, indicted, or listed. Provider agrees not to employ or engage any person in connection with the Services who has been so convicted, indicted, listed, or notified.

e. Independent Contractor. Provider's relationship to the District is that of an independent contractor. No employer/employee, principal/agent, or any other special relationship or association between the Parties shall be created by this Agreement. The Parties agree that they will not act for or on behalf of each other or represent to any third party or person that they are acting as an agent of the other, nor

shall either party incur any obligations on behalf of the other party, except to the extent otherwise state herein.

f. Indemnification. Provider agrees to indemnify, defend, and hold harmless the District and its elected or appointed officials, officers, employees, and agents from any claim, action, suit, loss, damage, penalty, or liability (together, "Damages") arising from (i) the negligent acts, omissions, misfeasance, malfeasance, or intentionally wrongful conduct of Provider, its employees, or agents relating to the performance of its duties under this Agreement, and (ii) the failure of Provider to comply with any applicable law relating to the Services. The foregoing indemnification provisions shall not apply if the Damages arise from the gross negligence or willful misconduct of the District or any of its officials, officers, employees, or agents.

g. Waiver of Punitive and Consequential Damages. To the fullest extent permitted by law, the District waives any right to or claim for any punitive, exemplary, incidental, indirect, special or consequential damages and agree that in the event of a dispute, recovery shall be limited to actual damages. If any other term of this Agreement is found or determined to be unconscionable or unenforceable for any reason, the foregoing provisions shall continue in full force and effect, including, without limitation, the waiver of any right to claim any consequential damages.

h. Insurance. During the Term, Provider shall obtain and maintain the following insurance coverage with respect to the Services: (i) workers' compensation insurance at the statutory amounts required by the State of Florida; (ii) Commercial General Liability insurance with a limit of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate; and (iii) Professional Liability insurance with a minimum limit of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate. Upon the execution of this Agreement, Provider shall provide certificates of insurance to the District evidencing such insurance and naming the District as an additional insured. Provider shall give the District at least thirty (30) days written notice of any policy modifications, cancellations, or terminations.

7. Assignability. Neither party may assign its rights or duties under this Agreement without the consent of the other party hereto.

8. Severability. If any provision of this Agreement is deemed to be invalid, unenforceable, or is prohibited by the laws of the state or jurisdiction where it is to be performed, this Agreement shall be considered divisible as to such provision; and such provision shall be inoperative in such state or jurisdiction, and shall not be part of the consideration moving from either of the parties to the other. The remaining provisions of this Agreement shall be valid and binding and of like effect as though such provision was not included.

9. Force Majeure. Neither Party shall be liable hereunder for any failure or delay in the performance of its obligations under this Agreement if such failure or delay

is on account of causes beyond its reasonable control, which shall include, but are not limited to: acts of God (including reasonable preparation therefor); acts of war, civil unrest, terrorism, cyberattacks (which shall be any action, physical or electronic, taken to intentionally damage or disrupt a computer system), or other hostilities; disasters; epidemics or pandemics; fire, flood or other casualty; hazardous weather; labor disputes, strikes, or work stoppages (except for a dispute, stoppage, or strike involving either party hereto); or government action, regulation or restriction (a "Force Majeure Event"). A Force Majeure Event shall not include changes in economic or market conditions, financial or internal problems of the non-performing party, or an event that renders performance uneconomical or unprofitable for the non-performing party. A Force Majeure Event shall not excuse the payment of any money due hereunder except in the event of the failure or governmental closure of a party's bank.

A party suffering a Force Majeure Event shall use reasonable efforts to notify the other party in writing within ten (10) days following the occurrence of such Force Majeure Event. The exception from liability due to a Force Majeure Event shall continue for so long as such Force Majeure Event is in effect. If a party's performance is delayed more than thirty (30) days due to a Force Majeure Event, the other party shall have the option of terminating this Agreement for Cause upon written notice to the non-performing party.

10. Notices and Addresses. All notices, offers, acceptances and any other acts under this Agreement (except payment) shall be in writing, and shall be deemed to be sufficiently given: (i) at the time of receipt if delivered by hand or communicated by electronic transmission, with confirmation of receipt thereof; (ii) if mailed, three (3) days after deposit in the United States mail, whether express, registered or certified, return receipt requested, in each such instance with postage prepaid; or (iii) if by nationally recognized overnight courier service, one (1) business day after dispatch, and in each case addressed to the party to receive same, as follows:

If to the Provider: MaxVax, LLC
ATTN: Jeff Lott, President
320 1st Street North, Suite 101
Jacksonville Beach, Florida 32250
E-mail: jeff.lott@healthheroflorida.com

If to the District: The School Board of Clay County, Florida
ATTN: _____

E-mail: _____

or to such other address as either of them, by notice to the other may designate from time to time.

11. Waivers. The terms of this Agreement may be waived only by a written instrument signed by the party waiving compliance. No waiver of any term, provision or condition of this Agreement in any one or more instances, shall be deemed to be or be construed as a further or continuing waiver, or a waiver of any subsequent breach, of any such term, provision, or condition of this Agreement. No delay on the part of any party in exercising any right, power, or privilege hereunder shall operate as a waiver hereof; nor shall any waiver nor any single or partial exercise on the part of any party of any right, power or privilege, preclude any other or further exercise thereof or the exercise of any other such right, power, or privilege.

12. Governing Law and Venue. This Agreement has been executed and delivered, and shall be interpreted, construed, and enforced, pursuant to and in accordance with the laws of the State of Florida with venue for all disputes concerning enforcement or interpretation of this agreement being in state courts within Clay County, Florida.

13. Entire Agreement; Amendments. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior oral and written agreements between the parties relating hereto. Neither this Agreement nor any provision hereof may be changed, discharged, or terminated orally, except by a statement in writing signed by both parties.

14. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Each counterpart may consist of two copies hereof, each signed by one of the parties hereto. The execution of this Agreement may be by actual, electronic, or facsimile signature.

15. Section and Paragraph Headings. The section and paragraph headings in this Agreement are for reference purposes only and shall not affect the meaning or interpretation of this Agreement.

IN WITNESS WHEREOF, the Provider and the District have executed this Agreement as of the date and year first above written.

PROVIDER:

MAXVAX, LLC

DISTRICT:

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

By: Jeff Lott

By: _____

Its: President

Its: _____

DRAFT

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C15 - Approve the 2020-2021 District's Property/Casualty/Active Assailant Insurance renewal submitted by Arthur J. Gallagher & Co. (broker)

Description

Annual renewal of the District's Property/Casualty/Active Assailant Insurance policies

Gap Analysis

Annually, the District undergoes a comprehensive analysis of its current insurable property and personnel. Our broker (Arthur J. Gallagher) obtains competitive quotes based on current insurance trends and needs for the next fiscal year. The goal is to obtain the best coverage possible while maintaining a manageable budget for the coverage. This year, the policy includes renewal for Property, General Liability, Auto Liability, School Leaders including Employment Practices Liability, Worker's Compensation, Crime, Cyber Risk, Boiler & Machinery, Storage Tank Liability, and Active Assailant Liability. The overall cost is an 11% increase from the prior year's premium. The increase is due to the rise in property values and payroll expenditures.

Previous Outcomes

It is a standard operating practice to negotiate and present insurance renewals for approval based on needs, trends, and financial availability.

2015-2016 = \$1,200,697

2016-2017 - \$1,040,615

2017-2018 - \$1,045,627

2018-2019 \$1,095,983

2019-2020 \$1,160,753

2020-2021 \$1,238,455 (proposed - recommend option #1)

Expected Outcomes

To approve the Superintendent's recommendation (Option #1) to renew the 2020-2021 Property & Casualty Insurance Program.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

To obtain the School Board's approval of the District's Property, Liability, and Active Assailant insurance renewal policies as presented.

Contact

Dr. Susan M. Legutko, Assistant Superintendent for Business Affairs 284-6571 susan.legutko@myoneclay.net

Financial Impact

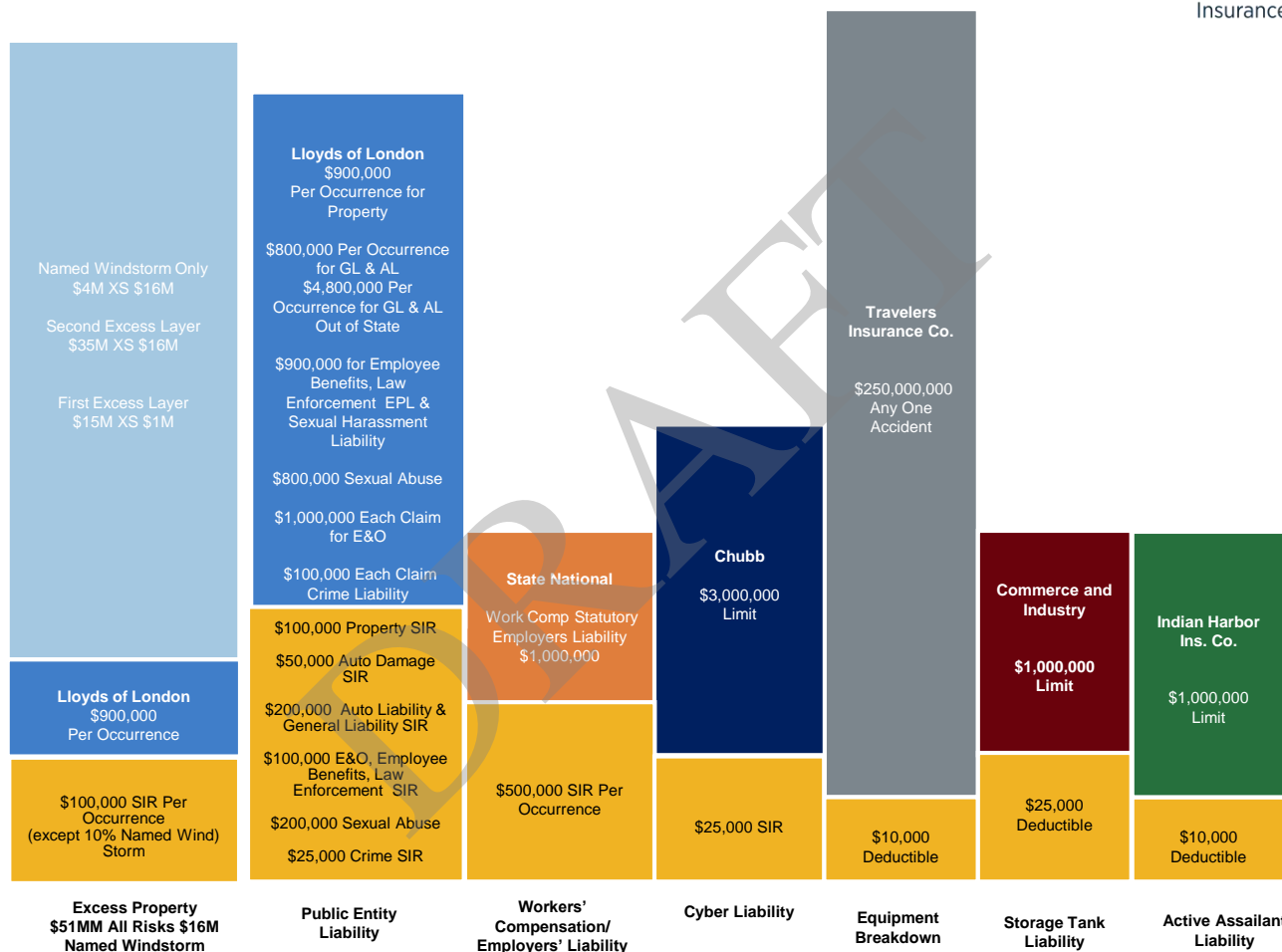
\$1,238,455 funded by Self Insurance Program

Review Comments

Attachments

☞ [Core360 PPT_Program Structure_FINAL.pdf](#)

☞ [Clay County District Schools Property Casualty Premium Summary 2020xlsx.pdf](#)



Please note that coverages are not drawn to scale and actual policy verbiage should be consulted for coverage terms and conditions

Clay County District Schools
Property and Casualty Premium Summary

		#1	#2	#3	#4
	Expiring Program	Lloydos of London Renewal	Lloyds of London Renewal - Increase Liability SIR's to \$300,000	Lloyd's of London Renewal - Removing Property	Safety National Package
Description	2019-2020	2020-2021	2020-2021	2020-2021	2020-2021
School Board Package	\$ 304,000.00	\$ 334,000.00	\$ 299,000.00	\$ 224,000.00	\$ 145,650.00
Excess Property	\$ 576,422.00	\$ 657,960.00	\$ 657,960.00	\$ 785,000.00	\$ 785,000.00
Excess WC	\$ 108,647.00	\$ 118,455.00	\$ 118,455.00	\$ 118,455.00	\$ 152,519.00
B&M	\$ 13,923.00	\$ 14,434.00	\$ 14,434.00	\$ 14,434.00	\$ 14,434.00
Storage Tank *	\$ 4,810.00	\$ 2,759.00	\$ 2,759.00	\$ 2,759.00	\$ 2,759.00
Active Assailant	\$ 15,000.00	\$ 15,535.00	\$ 15,535.00	\$ 15,535.00	\$ 15,535.00
Student Accident	\$ 9,069.00	\$ 9,069.00	\$ 9,069.00	\$ 9,069.00	\$ 9,069.00
Cyber Risk	\$ 22,233.00	\$ 26,186.00	\$ 26,186.00	\$ 26,186.00	\$ 26,186.00
Total Cost before fees	\$ 1,054,104.00	\$ 1,178,398.00	\$ 1,143,398.00	\$ 1,195,438.00	\$ 1,151,152.00
Florida Surcharges/ FEMA Fees	\$ 28.00	\$ 32.00	\$ 32.00	\$ 32.00	\$ 32.00
TRIA	\$ 44.00	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00
AJG Risk Management Fee	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00
Total Cost after fees	\$ 1,114,176.00	\$ 1,238,455.00	\$ 1,203,455.00	\$ 1,255,495.00	\$ 1,211,209.00
Total ▲ over expiring (\$)		\$ 124,279.00	\$ 89,279.00	\$ 141,319.00	\$ 97,033.00
Total ▲ over expiring (%)		11%	8%	13%	9%
Self Insured Retentions (SIR)/Deductibles					
General Liability	\$200,000	\$200,000	\$300,000	\$200,000	\$200,000
Auto Physical Damage	\$50,000	\$50,000	\$50,000	\$50,000	Not Covered
Auto Liability	\$200,000	\$200,000	\$300,000	\$200,000	\$200,000
Public Officials	\$100,000	\$100,000	\$300,000	\$100,000	\$100,000
Excess WC & EL	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Employee Benefits Liability	\$100,000	\$100,000	\$300,000	\$100,000	\$200,000
Law Enforcement Liability	\$100,000	\$100,000	\$300,000	\$100,000	\$100,000
Property	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Crime	\$25,000	\$25,000	\$25,000	\$25,000	Not Covered
Sexual Abuse Liability	\$200,000	\$200,000	\$300,000	\$200,000	Not Covered

*Named Windstorm Deductible is 10% Per Location of Total Insured Values, subject to \$1,000,000

Note:

#2 Option - General Liability, Auto and Sexual Abuse SIR would be \$300,000. Errors and Omissions, Law Enforcement and Employee Benefit Liability would be \$200,000

#3 Option - General Liability, Auto, Sexual Abuse, Errors and Omissions, Law Enforcement and Employee Benefits Liability would be \$300,000

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C16 - Approve Advertisement and Notice of Public Hearing to adopt proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing, 5.03B Business Affairs School Activity Accounts, and 5.02C, Business Affairs Use of School Buildings, Grounds and Equipment

Description

School Board Policies outlines rules and procedures to ensure the efficient operation of the school district. The School Board and Superintendent met collectively in a workshop setting and developed the proposed changes. The Board intends to adopt the proposed revisions following a public hearing to take place on August 6, 2020.

Gap Analysis

All Board Policies are reviewed periodically to ensure they are up to date and compliant with current applicable laws and regulations.

Previous Outcomes

The Board policies have been reviewed and/or revised in the past.

Expected Outcomes

The proposed amendments to Board policies will be adopted by the Board and implemented appropriately.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve the advertisement and Notice of Intent to Adopt proposed amendments to Board policies following the public hearing in August 2020.

Contact

Dr. Susan Legutko, Assistant Superintendent to Business Affairs, (904) 336-6722, susan.legutko@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- ☞ [Internal Account policy 5.03B.pdf](#)
- ☞ [CCSB - 5.02 Business Affairs_Purchasing_Federal Grant Funds as of 6_9_2020_\(DRAFT\).pdf](#)
- ☞ [Proposed 5.02C BAD Facility Use Policy.pdf](#)
- ☞ [Approval to Advertise Public Hearing SB Policies 5.02A, 5.03B, 5.02C.pdf](#)

5.03B. INTERNAL ACCOUNTS/SCHOOL ACTIVITY ACCOUNTING

1. Basic Principles

a. The School Board shall be responsible for the administration and control of the internal funds and in connection therewith shall:

1. Adopt written policies governing the receipt and disbursement of all internal funds and for the accounting for property pursuant to Florida Statutes provide for an annual audit of internal funds by a qualified individual.

2. The financial transactions of school organizations shall be accounted for in the school internal funds. All organizations connected with or operating in the name of the school which obtain monies from the public shall be handled within the internal funds structure.

3. School internal funds are to be used to benefit activities authorized by the district school board.

4. Student participation in fundraising activities shall not be in conflict with the instructional program as administered by the Superintendent.

5. The objective of fund raising activities by the school, by any group within, connected with, or in the name of the school shall not conflict with programs as administered by the Superintendent.

6. Funds collected each year should be expended to benefit those students currently in school unless those funds are being collected for a specific documented purpose. Those internal account funds designated for general purposes should be used to benefit the **entire** student body. **Funds collected for classes should follow the students to each class level at the end of the year.**

7. The collecting and expending of school internal funds must be made in accordance with the Florida Constitution, existing laws, State Board of Education Rules, District School Board Rules and Florida High School Activities Association Rules. Sound business practices should be observed in all transactions.

8. Student projects and activities designed to provide educational experiences should be conducted in such a manner as to offer a minimum of competition to commercial firms.

9. Purchases from internal fund accounts shall not exceed the resources of that account, except for items for resale.

10. An adequate system of internal controls shall be maintained in order to safeguard the assets of the school internal funds.

11. In the event of violations of any rules established herein, the Superintendent shall be responsible for disciplinary action as may be deemed necessary.

12. The internal accounts shall be maintained under the cash basis of accounting.

a. Account Balances

To ensure that funds collected each year are expended to benefit those students currently in school the following account balance limits are prescribed by the Board:

Class, club and department monies shall be expended for the benefit of the class, club or department or for purposes designated by the class, club or department that participated in generation of the revenue. The specific purpose of the revenue collected must be documented by approved written minutes, field study request, fundraising activity form, etc.

Funds collected for classes should follow the students to each class level at the end of the year. Graduation classes (6th, 8t and 12th grades) should be transferred into the General Account. Funds cannot be transferred out of the General Account back into the clubs, classes or departments.

~~Secondary Schools: The ending balance shall not be greater than the sum of one-half (1/2) the beginning balance plus two thirds (2/3) of the current year's revenue.~~

~~Elementary Schools: The ending balance shall not be greater than the sum of one-sixth (1/6) of the beginning balance plus six sevenths (6/7) of the current year's revenue~~

~~If the ending amount is greater than the result of the above formula then written documentation should be available for the specific purpose of which the funds are being accumulated.~~

~~The calculation on the change in an account balance shall be made on an individual account basis for athletics, music, class, club, department, and general fund accounts. THE LIMITATION ON ACCOUNT BALANCES SHALL NOT APPLY TO TRUST FUND ACCOUNTS, CLASSES (Sophomore, Junior and Senior ONLY) OR TO ACCOUNTS BEING HELD IN TRUST FOR OUTSIDE ORGANIZATIONS.~~

End of year transfers do not apply to Athletic, Music, Trust Funds, and General Funds.

b. Financial Reports

The Principal's Monthly Financial Report prescribed in the Internal Funds Manual shall be ~~submitted~~ **prepared** on or before the fifteenth (15th) of each month during the school year. This report shall also be considered the annual report and be used for audit purposes.

The annual report shall also be considered the annual report and be used for audit purposes.

The annual report shall be ~~submitted~~ **prepared** on or before the fifteenth of July.

For audit purposes the Principal shall have prepared a list of accounts payable and a list of encumbrances as of June 30 of the audit period. These lists shall be certified as correct by the Principal.

c. Annual Audit

The Superintendent/Board shall designate a qualified individual or firm to audit the Internal Fund records. This audit shall include any notations of any failure to comply with requirements of Florida Statutes, State Board of Education Rules, and rules of the School Board, and commentary as to financial management and irregularities. Such a signed written report shall be presented to the School Board while in session and filed as part of the public record.

It is the responsibility of the Principal to respond, in writing, to the audit criticisms of the auditor. The response is to be made ~~within two weeks of the exit conference~~ directly to the auditor with a copy to the Assistant Superintendent for Business Affairs. These audit responses shall be included with the audits when presented to the Board.

d. Policies and Procedures

Policies and procedures as outlined in the Internal Accounts Manual shall be the authority for the handling of Internal Funds. The policies as stated above will serve as supplemental policies to the Internal Funds Manual. Florida Statutes and State Board of Education Rules are the governing requirements complied with and, in the case of conflict, will take precedence over the Internal Funds Manual.

(Ref. F.S. 1001.42; 1011.60; 1011.07; 1011.18)(Adopted: 01-08-81) (Amended: 03-08-84) (Amended: 02-02-88)
(Amended: 06-18-96)

Revisions to the Purchasing Policy are due to:

- **Add Federal Purchasing Guidelines**
- **Add Superintendent & Designee Authority (Purchase Order/Contracts)**
- **Add FL DOE Rule 6A-1.012 regrading Competitive Solicitation Exemptions**
- **Change Director to Supervisor of Purchasing**

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SECTION V BUSINESS AFFAIRS

5.02 GENERAL POLICIES

A. Purchasing

The School Board recognizes that maximum economy and efficiency are best achieved through a centralized purchasing function. All purchases that are paid from School District funds shall be the responsibility of the Superintendent except to the extent expressly noted hereinafter. No person, unless authorized to do so under this policy, may make any purchase or enter into any contract involving the use of Board funds. The Board shall not knowingly approve unauthorized expenditures. The following provisions shall govern purchasing and bidding other than for capital projects, which are addressed in Board policy. Any Board employee who has purchasing authority shall consider first the interests of the Board in all purchases and seek to obtain the maximum value for each dollar expended; not solicit or accept any gifts or gratuities from present or potential vendors which might influence or appear to influence purchasing decisions; and refrain from any private business or professional activity that might present a conflict of interest in making purchasing decisions on behalf of the Board.

This policy shall generally apply to the District's purchase of commodities and contractual services, except it shall not apply to:

- A. employment contracts;
- B. acquisition of architectural, engineering, landscape architectural, construction management at risk, registered surveying and mapping, or other services pursuant to Board Policy;
- C. acquisition of professional services as provided for in F.A.C. 6A-1.012(11)(a);
- D. contracts which are exempted, in whole or in part, from this policy's requirements, as set forth below;
- E. proposals and agreements for public-private partnerships with private entities for qualifying projects pursuant to F.S. 255.065.

1. The ~~Director~~ Supervisor of Purchasing will be responsible for organizing and administering acquisitions for the district in accordance with responsibility and authority delegated by the District's Superintendent, School Board and resultant policies. The ~~guidelines and~~ procedures outlined in the Purchasing Handbook regarding of Centralized Purchasing approved by the School Board will be used by the District Purchasing Department in its conduct of business.

2. Insofar, as possible or practical, all purchases from budgeted funds shall be based on requisitions. Each requisition shall be properly financed, budgeted, and encumbered prior to issuing a purchase order. Purchases of goods or services should not precede a requisition or purchase order, except in the event of an emergency as described below. Requisitions must be approved by either the Principal, the Department ~~head~~ Administrator or designee prior to issuance of the purchase order. ~~No person, unless authorized to do so under regulations of the Board, may make any purchase involving the use of school funds; no expenditures for unauthorized purchases will be approved for payment by the Board.~~

3. Purchase orders will be executed by the ~~Director~~ Supervisor of Purchasing. A properly completed purchase order form is to be considered a contract for goods, services, supplies or equipment between the School Board and a qualified vendor. The purchase order form is to be approved and signed by the ~~Director~~ Supervisor of Purchasing or Superintendent. ~~Insofar as~~

~~possible or practical, no purchase order is to be mailed or issued until after it has been encumbered against budgeted funds.~~ Purchase orders are not required for salaries, utilities, and other similar items that are exempt by law or regulation.

4. ~~When it is the most economical method, blanket~~ Purchase orders will be used to procure items and services of a **competitive and** non-competitive nature. A **blanket** purchase order is ~~an open-end~~ a contract which designates one company as supplier for items frequently needed by a particular school/department. The **blanket** purchase order **in whole or in part**, defines the terms, conditions, persons or departments authorized to use the **blanket** purchase order, delivery instructions and total dollar value for a specified period of time. ~~It is the intention of the School Board that the use of blanket purchase orders be limited.~~ The Superintendent is authorized to issue purchase orders where the total amount does not exceed \$500,000 that is in compliance with purchasing procedures and does not exceed the applicable appropriation in the District budget;

- A. In accordance with, but not limited to, State Contracts, Government Contract Awards, Cooperative Agreements,
- B. District and State adopted textbooks and/or instructional materials when such purchase is made in support or student instruction.
- C. Technology items such as but not limited to, desktops, laptops, tablets and other devices when such purchase is made in accordance with District technology standards.
- D. To fulfill the District's obligation of an Approved Contract in accordance with Contract policy herein.

5. Except as authorized by law or rule, competitive solicitations shall be requested from three (3) or more reputable sources for any authorized commodities or contractual services exceeding \$50,000 or more. The School Board may not divide the procurement of commodities or contractual services so as to avoid this monetary threshold requirement. For expenditures less than \$50,000 and when practical, quotations will be requested as follows:

\$150,000-\$24,999 – **informal quotes, e.g.,** documented telephone quotes **or web search** from 2 or more qualified ~~vendors-sources~~

\$25,000-\$39,999 - written quotes from 3 or more qualified ~~vendors-sources~~

\$40,000 - formal written sealed quotes

It shall be the responsibility of the ~~Director~~ **Supervisor** of Purchasing, with other qualified staff personnel, to recommend the lowest responsive and responsible proposers meeting specification and conditions of a competitive solicitation. When a competitive solicitation other than the lowest competitive solicitation is being recommended, it will be the responsibility of the ~~Director~~ **Supervisor** of Purchasing to submit to the School Board the reasons for this recommendation.

(Amended: 09/21/89, 02-17-94, 06-19-97; 10-19-00; 12/16/14)

6. In the event of tied or identical bids, preference shall be given to the bid which certifies that a drug-free workplace has been implemented in accordance with Section 287.087 F.S.. If all tied bids have a drug-free workplace program certification, then preference shall be given to the bidder whose business is physically located in Clay County, Florida. If neither vendor is located in Clay County, Florida then preference shall be given to the bidder whose business is physically located in the State of Florida. If more than one tied bidder is located in Clay County, Florida or if no tied bidder or more than one tied bidder is located in the State of Florida, the award of the tied bid shall be decided

by the flip of a coin in the presence of witnesses. The coin flip shall be administered by the ~~Director~~ Supervisor of Purchasing who shall designate the calling of heads or tails.

7. The School Board shall have the authority to reject any or all competitive solicitations; request new competitive solicitations; award alternate competitive solicitations not meeting the general specifications set forth; award competitive solicitations on a per item or total competitive solicitation basis; or purchase the required commodities or contractual services in any other manner authorized by law or rule – whichever would be in the best interest of the School Board. Competitive solicitation disputes will be resolved by following the procedures as outlined in the Purchasing Handbook ~~of Procedures Regarding Centralized Purchasing/Accounts Payable/Warehouse of the School Board.~~

8. The School Board will not, under any conditions, consider escalating prices at the time of the competitive solicitation or after the official time the competitive solicitation is awarded by the School Board unless the competitive solicitation document has a provision stating otherwise.

9. **Exception to Competitive Bidding Requirements**

Notwithstanding anything in this policy to the contrary, the Board may make certain purchases without the requirement for competitive solicitations, under the following conditions:

The requirement for requesting competitive solicitations and making purchases, insofar as they relate to purchases of petroleum and paper products, are hereby waived when the following conditions have been met:

- a. Competitive solicitation have been requested in the manner prescribed, and
- b. The School Board has made a finding that no valid or acceptable firm competitive solicitation has been received within the prescribed time.

When such a finding has been officially made the School Board may authorize the ~~Director~~ Supervisor of Purchasing to negotiate with suppliers to execute a contract for such supplies under whatever terms and conditions are felt to be to in the best interest of the School Board.

As required by 1001.42(102)(j), Florida Statutes, the School Board shall receive and give consideration to the prices available to it under rules of the Department of Management Services, Division of Purchasing. The School Board shall have the option of purchasing under the contracts as may be established, if such purchases are to the economic advantage of the School Board and meet the standards and specifications prescribed by the Superintendent.

In lieu of requesting competitive solicitations from three (3) or more sources, the School Board may make purchases at or below the specified prices from contracts awarded by other city or county governmental agencies, other district school boards, community colleges, federal agencies, the public or governmental agencies of any state, or from state university system cooperative bid agreements and cooperative organizations/networks or contracts, when the proposer awarded a contract by another entity defined herein shall permit purchases by the School Board at the same terms, conditions and prices (or below such prices) awarded in such contracts, and such purchases are to the economic advantage of the School Board.

A contract for commodities or contractual services may be awarded without competitive solicitations if state or federal law, a grant or a state or federal agency contract prescribes with whom the School Board must contract or if the rate of payment is established during the appropriations process.

A contract for regulated utilities or government franchised services may be awarded without competitive solicitations.

The State Board has waived the requirement for requesting competitive solicitations from three (3) or more sources for purchases by the Board of:

1. Professional services which shall include, without limitation, artistic services; academic program reviews; lectures by individuals; auditing services not subject to F.S. 218.391; legal services, including attorney, paralegal, expert witness, court reporting, appraisal or mediator services; and health services involving examination, diagnosis, treatment, prevention, medical consultation or administration; provided nothing herein shall be deemed to authorize the superintendent to acquire professional consultant services without Board approval as required by Board Policy 6540;
2. Educational services and any type of copyrighted materials including, without limitation, educational tests, textbooks, printed instructional materials, computer software, films, filmstrips, videotapes, DVDs, disc or tape recordings, digital recordings, or similar audio-visual materials, and for library and reference books, and printed library cards where such materials are purchased directly from the producer or publisher, the owner of the copyright, an exclusive agent within the state, a governmental agency or a recognized educational institution;
3. Commodities and contractual services when:
 - a. competitive solicitations have been requested in the manner prescribed by this policy; and
 - b. the Board has made a finding that no valid or acceptable firm proposal has been received within the prescribed time.

When such a finding has been officially made, the Board may enter into negotiations with suppliers of such commodities and contractual services and may execute contracts with such vendors under whatever terms and conditions as the Board determines to be in its best interests

Information technology resources, whether by purchase, lease, lease with option to purchase, rental, or otherwise as defined in F.S. 282.0041(11), may be acquired by competitive solicitation or by direct negotiation and contract with a vendor or supplier, as best fits the needs of the District as determined by the Board.

Purchases of insurance, risk management programs, or contracting with third party administrators for insurance-related services may be through competitive solicitation or by direct negotiation and contract with a vendor or supplier.

Commodities or contractual services available only from a single source may be exempted from the competitive solicitation requirements. When the Board believes that commodities or contractual services are available only from a single source, the Board will electronically post a description of the commodities or contractual services sought for a period of at least seven (7) business days. The description will include a request that prospective vendors provide information about their ability to supply the commodities or contractual services described. If it is determined in writing by the Board, after reviewing any information received from prospective vendors, that the commodities or contractual services are available only from a single source, the Board shall provide notice of its intended decision to enter a single source contract in the manner specified Section 120.57(3), F.S., and may negotiate on the best terms and conditions with the single source vendor.

10. An emergency purchase is defined as one brought about by a sudden unexpected turn of events (i.e. acts of God, riot, fires, floods, accidents, or any circumstances or cause beyond the control of the cost center head in the normal conduct of its business) involving health, welfare, injury, or loss to the

School Board, and which can be rectified only by immediate purchase of equipment, supplies, materials, or services. When the Superintendent of Schools determines in writing that a bona fide emergency exists, he/she may authorize the purchase of equipment, supplies, materials or services without compliance with policies which **impact spending limits**, require requisitions, competitive solicitations or other preliminary measures leading to the issuance of a purchase order. A confirming purchase order shall be issued for all purchases made under this heading. The confirmation shall contain an explanation of the nature of the emergency.

~~11. It is the responsibility of each principal or department head, or their authorized representative, to acknowledge receipt of goods or services to their school or department immediately upon receipt, by signing and returning to the Accounts Payable Office the copy of the purchase order provided for that purpose. Any discrepancy between the items specified in the purchase order and what is received shall be noted, in writing rejected and a note attached in Business Plus, by the principal or department head or authorized representative of the school. Payments will not be made until the signed purchase order receiving copy is returned to the Accounts Payable Office.~~

~~12. No lease agreement shall exceed a period of twelve months; however, acquisitions by this method may be subject to a clause granting option to renew. The School Board may not enter into a lease or lease/purchase agreement, the term of which exceeds one year, unless the agreement contains the stipulation, "... subject to the availability of funds."~~

11. Contracts and Contractual Authority

Each Board contract for services must include a provision that requires the contractor to comply with public records laws, specifically to:

- A. keep and maintain public records required by the Board to perform the service;
- B. upon request from the Board's custodian of public records, provide the Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time, and at a cost that does not exceed the cost established by the School Board;
- C. ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records of to the Board;
- D. upon completion of the contract, transfer, at no cost, to the Board all public records in possession of the contractor or keep and maintain public records required by the Board to perform the service;

If the contractor transfers all public records to the Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the Board, upon request from the Board's custodian of public records, in a format that is compatible with the information technology systems of the Board.

If a contractor does not comply with the Board's request for records, the Board shall enforce the contract provisions in accordance with the contract. A contractor who fails to provide the public records to the Board within a reasonable time may be subject to penalties under s. 119.10.

Each contract must also include the following statement, in substantially the following form, identifying the contact information of the District's custodian of public records: IF THE CONTRACTOR/VENDOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE UNDERLYING CONTRACT, CONTRACTOR/VENDOR SHALL CONTACT THE SCHOOL DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@myoneclay.net

The Board shall constitute the contracting agent from the District school system (F.S. 1001.41). This policy defines the mandatory requirements for review, approval, and execution of agreements or contracts between the Board and vendors and/or service providers.

A. Definition

A contract is defined as an agreement between two or more parties that is intended to have legal effect. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

1. Contracts for goods and/or services that are not part of a solicitation for an educational facility pursuant to F.S. Chapter 255 or Chapter 1013 must be in compliance with the competitive solicitation guidelines and procedures referenced herein.
2. Contracts for the construction and professional, construction management, or design-build services under F.S. 287.055 or Chapter 1013 must be in compliance with the competitive solicitation guidelines and procedures referenced in Board Policy.

B. Contract Review

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

C. Board Authorized Contracts

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman.

D. Delegated Authority

All approved contracts having a value of less than \$100,000 and contracts described in Board Authorized Contracts above that are exempt from requirement for Board authorization, may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or Superintendent Designee at the time.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Director, or Principal.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.
5. The Board will not recognize a contract or agreement as binding unless executed by an authorized employee in accordance with this policy. Vendors that enter into a contract are required to determine if the person purporting to execute a contract on behalf of the Board or the Board on behalf of a school or department is authorized to do so. Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written. Employees who enter into unauthorized agreements may be subject to disciplinary action.

~~13.~~ 12. Petty cash funds will be established for the primary purpose of small day-to-day purchases and minor equipment repairs. No equipment may be purchased using petty cash funds.

~~14.~~ 13. Competitive solicitation, quotations, a list of vendors and one copy of all purchase orders issued or canceled will be maintained in the district's purchasing office.

~~15.~~ 14. The School Food Service Department will be responsible for the **conformity of procurement and the** accuracy and payment of invoices for **food and** materials purchased for that department.

15. Procedures as outlined in the Purchasing Handbook shall be the authority for procurement. The policies as stated above will serve as supplemental policies to the Purchasing **Manual** Handbook. Florida Statutes, State Board of Education Rules, and Federal Regulations are the governing requirements complied with and, in the case of conflict, will take precedence over the Purchasing Handbook.

16. Federal Grants/Funds

Procurement of all supplies, materials, equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, Board policies, and administrative procedures, including all provisions contained in 2 CFR 200.316 through 2 CFR 200.326. NOTE: In the event that state law is more restrictive than federal law, the District reserves the right to utilize and comply with the more restrictive state law.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 C.F.R. 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general Purchasing Policy in Section 5.02 Business Affairs.

General Procurement Standards

The District will implement the provisions of 2 CFR 200.318 and will use its own documented procurement standards which reflect applicable state and local standards, ensuring that said standards conform with applicable federal laws.

District shall maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Competition

All procurement transactions paid for from Federal funds or District matching funds shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgment. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

The District shall not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, except when an applicable Federal statute expressly mandates or encourages a geographic preference; or the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. In the instance where state law requires local preferences, the District shall follow state law.

If the District uses a pre-qualified list of persons, firms, or products to acquire goods and services that are subject to this policy, the pre-qualified list shall include enough qualified sources as to ensure maximum open and free competition. The District shall allow vendors to apply for consideration to be placed on the list annually.

All terms of 2 C.F.R. 200.318 shall be followed.

Procurement Methods

The District shall utilize the following methods of procurement:

A. Micro-purchases:

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold in C.F.R. 200, as amended. The District shall

distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if Superintendent considers the price to be reasonable.

B. Small Purchases:

Small purchase procedures are relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$50,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

C. Sealed Bids:

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$50,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$50,000.

In order for sealed bidding to be feasible, the following conditions shall be present:

1. A complete, adequate, and realistic specification or purchase description is available;
2. Two (2) or more responsible bidders are willing and able to compete effectively for the business; and
3. The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

1. Bids shall be solicited in accordance with the provisions of State law and District. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
2. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
3. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
4. A firm fixed price contract award will be made in writing to the lowest responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
5. The Board reserves the right to reject any or all bids for sound documented reason.

D. Competitive Proposals

Procurement by competitive proposal is normally conducted with more than one source submitting an offer and is generally used when conditions are not appropriate for the use of sealed bids.

If this method is used, the following requirements apply:

1. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
2. Proposals shall be solicited from an adequate number of sources.

3. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients
4. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.
5. The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

E. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District
4. After solicitation of a number of sources, competition is determined to be inadequate.

Small and Minority Businesses, Women's Businesses and Labor Surplus area Firms

The District shall take affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible in accordance with 2 C.F.R. 200.321.

Contract/Price Analysis

In compliance with 2 CFR 200.323, the District shall perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold, including contract modifications. Cost analysis is defined as evaluating the separate cost elements that make up the total price; price analysis is defined as evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

The District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Awarding Agency Review

Pursuant to 2 CFR 200.324, the District shall make available, upon request of the awarding agency or pass through agency, technical specifications on proposed procurements where the awarding or pass through agency believes such review is needed.

Bonding Requirements

For construction or facility improvement contracts or subcontracts exceeding the Simplified

Acquisition Threshold, in the event that the awarding agency or pass through agency has not accepted the Districts bonding policies, the District shall ensure that the minimum requirements of 2 CFR 200.325 are followed regarding bid guarantees, performance bonds and payment bonds.

Maintenance of Procurement Records

The District shall maintain records sufficient to detail the history of all procurements, including records which reflect rationale for the method of procurement, selection of contract type, contractor selection, or rejection, and the basis for the contract price.

Legal

(Amended: 11/18/03, 12/16/14) FL Statutes Chapter 1001: 1001.41, 120: 120.54, 120.536, 287; DOE Rule 6A-1.012

Code of Federal Regulations: 2 CFR 200.316; 2 CFR 200.317; 2 CFR 200.318; 2 CFR 200.319; 2

CFR 200.320; 2 CFR 200.321; 2 CFR 200.322; 2 CFR 200.323; 2 CFR 200.324; 2 CFR 200.325; 2 CFR 200.326

F.S. 119.0701 F.S. 255.05 F.S. 255.0516 F.S. 255.0518 F.S. 287.084 F.S. 287.087

F.S. 287.132 F.S. 287.133 F.S. 295.187 F.S. 1001.43 F.S. 1010.04 F.S. 1010.07(2)

F.S. 1010.48

F.A.C. 6A-1.012, Purchasing Policies

F.A.C. 5P-1.003, Responsibilities for the School Food Service Program

SECTION V BUSINESS AFFAIRS

C. Use of School Buildings, Grounds and Equipment

- The majority of changes simply organize the Policy into categories that are easier to reference and/or find.
- Added “Prohibited Activities”
- Combined Equipment and Media Center Equipment Check-Out Policy under one “Use of Equipment” Category
 - Per Property Manager Updated: 3.b.7) All equipment taken off campus will have prior written approval of the Property Manager at the Cost Center involved.
 - Per Property Manager Updated: 3.d.6)a) Parents/Guradians must sign for checked out items
 - Per PM some were letting minors sign (which could void agreement)
- 4.b. expands on original vague policy which read:
 - If the group requires an admissions fee of any kind, but the net proceeds are used for charitable purposes or welfare of students of the county, there may be no charge for the use of the facilities other than those established in 7.below. The Board must ascertain that the net proceeds are for such purposes and, to do so may request an accounting.
- 4.d. Specifies No Keys to Outside persons/entities per Safety Standards (set by Operations including SBCC Police Chief)
 - Policy always stated that a School Board employee should be present and paid to supervise activity
 - Policy attempts to ensure buildings are not misused (i.e. TTC flood), areas/equipment not rented are not accessed/used, prohibited activities aren’t ignored (i.e. no fireworks – caused fire in dumpster), and buildings are secured after use.
 - Also helps establish when additional needs are required (COVID cleaning)
 - Policy safety standards required due to school shootings
- 4.1.d)(3)(a) Specifies final authority with Assistant Superintendent
- 4.1.f) Notes payments will be returned if final approval from AS or greater cannot be obtained
- 4.1.h) Elaborates “...there will be no parking or driving on fields, tracks, or landscaping.”
- 4.m. makes minor obvious changes in red.
 - FNS reviewed policy and noted it was in line with current policies

SECTION V BUSINESS AFFAIRS

C. Use of School Buildings, Grounds and Equipment

1. ~~Under no circumstances shall employees of the School Board use school equipment, school materials, or school facilities (shop, etc.) for personal reasons. These items are public property purchased for instructional or maintenance of public properties, and not for private use of individuals employed by the School Board. After work hours is no exception.~~

Board facilities, grounds, property, and equipment are intended for educational purposes. No policies or agreements will be made that conflict with this priority or inhibit the educational duties and goals established.

2. ~~Prohibited Activities For the purpose of enhancing instructional skills computers, computer peripheral equipment, and computer software may be taken home with approved time limitations by instructional and administrative personnel of the District. This equipment will be used to familiarize personnel with the hardware and software to be used for instructional and administrative functions of the District. Proper administrative controls, as developed by the Property Control Manager, will be followed in movement of equipment and software.~~

- a. District employees are not permitted to use or rent school facilities/grounds, school materials, or school equipment for personal or commercial reasons.
 - 1) After work hours and school breaks are no exception.
 - 2) Avoids perception of possible abuse, unfair gains, or special privileges of public property by individuals employed by the School Board.
- b. Gambling, games of chance, or illegal activities
- c. Possession, sale, use or promotion of alcoholic beverages
- d. Possession, sale, use or promotion of illegal materials or drugs
- e. Violence, bullying, harassment or like behavior
- f. Smoking, vaping, or use of similar inhalants by anyone while on school grounds or inside any rented facility
- g. Profane language, quarreling, and/or fighting
- h. Any activities prohibited by law or School Board Policy

3. ~~Use of Equipment (not including vehicles or items directly related to Facility Use) Assistive technology, such as adaptive computers, augmentative communication devices, assistive listening devices, positioning/mobility equipment, environmental control items, et cetera, may be checked out to ESE students/parents when the student's Individual Education Plan (IEP) specifies the need for such assistive devices both at school and at home. The Individual with Disabilities Education Act (IDEA) defines such equipment as part of a free and appropriate education for individuals with disabilities. Proper administrative controls will be followed and monitored by the Property Control and the ESE District Offices.~~

- a. School Board equipment remains District property per Florida statutes and per School Board Policies for Property Record Accounting.
- b. For enhanced learning, teaching, or working, the District may assign technology devices to personnel or students as deemed necessary.
 - 1) Proper administrative controls, including time limits, as developed by the Property Control Manager, and/or IT Department, will be adhered to.
 - 2) Employees will abide by standards as set by law and the Terms and Conditions for Use of Telecommunications and Networks as contained in the Employee Handbook.
 - 3) Students will abide by all standards as set by law and as contained in the Student Handbook & Code of Conduct.
 - 4) Upon termination of assignment, employment, and/or agreement, all Equipment will be returned.
 - 5) Student loan approval will be limited specifically to an academic assignment, i.e. athletic, drama, course subject, as per teacher request.
 - 6) Under no circumstances shall equipment be checked out for non-educational or non-District use.
 - 7) All equipment taken off campus will have prior written approval of the Property Manager at the Cost Center involved.
- c. Assistive technology, such as adaptive computers, augmentative communication devices, assistive listening devices, positioning/mobility equipment, environmental control items, etc., may be checked out to ESE students/parents when the student's Individual Education Plan (IEP) specifies the need for such assistive devices both at school and at home.
 - 1) The Individual with Disabilities Education Act (IDEA) defines such equipment as part of a free and appropriate education for individuals with disabilities.
 - 2) Proper administrative controls will be followed and monitored by the Property Control, the IT Department, and the ESE District Offices.
 - 3) Students will abide by all standards as set by law and as contained in the Student Handbook & Code of Conduct.
 - 4) Parents/Guardians must sign for checked out items.
 - 5) Upon termination of assignment, IEP terms, students' needs, and/or agreement, all Equipment will be returned.
- d. For the purpose of enhancing instructional skills and/or school-related presentations off-campus, library/media center equipment may be checked out by instructional and administrative personnel, students, and educational partners of the school district. Requests for use outside of school, using proper administrative controls, will be handled on an individual basis, based on the following:
 - 1) Impact of the instructional program
 - 2) Need for the request
 - 3) Size, weight, and delicate makeup of the item
 - 4) Cost of item
 - 5) Responsibility of borrower

- 6) Willingness of the borrower or their parents to accept responsibility for damages that may occur.
 - a) Parents/Guardians must sign for checked out items.

4. ~~Media Center Equipment Check-Out Policy~~ Use of Facilities/Grounds

- a. The School Board will determine and set rates, fees, and charges for the use of school buildings and grounds
 - 1) Rates will be determined by the School Board at a regular or special School Board meeting
 - 2) Rate charges shall be payable by check to the School Board of Clay County
- b. The Board will consider waiving charges for charitable events that are directly related to the welfare of the students of Clay County.
 - 1) To qualify, The Board must first ascertain that the net proceeds for the event fit the criteria.
 - 2) The Board must, by majority vote, agree to waiving the fees for the event.
 - 3) Fee waivers may apply towards Use, Utilities, and Equipment.
 - 4) Salary/Benefit Costs & applicable taxes may still apply
 - 5) If Board cannot convene prior to event, charges should be collected and will be considered for a refund.
- c. The facility/ground use shall at no time contain any matter which might tend to cause a breach of the peace or building security, or which constitutes subversive doctrine or a seditious social order.
- d. Keys to our buildings, rooms, etc. will not be given to individuals or entities outside the District at any time.
 - 1) A School Board employee must be on duty to supervise activity and provide access to the site.
 - a) Principal/site manager will determine personnel requirements based on School Board approved rates and fees.
 - b) Employee will be paid full wages and benefits based on state/federal guidelines.
 - (1) If appropriate, overtime hours (at a rate of 1.50) may apply.
 - c) Direct payment and/or tipping individuals is prohibited.
 - d) Based on event time overages, needs, or in times of emergency, additional hours may be required beyond what is specified in the rate guide.
 - 2) The Board gives authority to the Assistant Superintendent of Business Affairs and/or the Superintendent to determine if an event requires the presence of law enforcement
- e. All juvenile organizations or groups seeking use of school premises must have adult sponsorship
- f. Each Principal or Site Manager has the authority to schedule use of school grounds and facilities in a manner which does not conflict with the District's/School's primary education goals
- g. Insurance is required by all outside organizations or groups using District facilities, grounds, or kitchen areas
 - 1) Insurance criteria will be specified in the Use of Facilities & Grounds Manual and on the Use Agreement form

- h. Product liability may be required if the cafeteria is used or products are cooked and disbursed to the public.
- i. Use Agreements will include language that releases the Clay County School Board from any and all liability and establishes insurance requirements.
- j. Agreements may be revoked immediately and without notice when conflicting dates result, when need of the property for public school purposes subsequently develops, due to emergencies, and/or force majeure.
 - 1) For other cause, permits may be revoked at any time upon reasonable notice.

k. District and Internal Organizations

- 1) Clay County School District, and its various internal organizations that serve District students and employees, will be given priority use of buildings, grounds, and equipment. These groups include, but are not limited to:
 - a) PFA, PTA, or other parent groups recognized by the school or District that are acting in a manner that support our goals, students, and employees
 - b) School recognized clubs
 - c) School or District sponsored functions and events (i.e. dances, workshops)
 - d) School or District directed sports and FHSAA activities
 - e) School or District fundraisers that support educational purposes
 - (1) Not intended to promote individual gain
- 2) All Internal grounds/facility use will require a current application and agreement be executed and submitted to the District if:
 - a) After hours and an employee's paid presence is required.
 - b) Sponsoring a large multi-entity event (i.e. cheerleading competition)
 - (1) Event insurance may be required
 - c) Sponsoring an event with carnival type rides
 - (1) The Operations Division may need to verify location is appropriate for event
 - (2) Event insurance may be required
 - d) Use is between two schools (i.e. Elementary using High School gym)(only application is required to document event details)

l. Outside Organizations

- 1) School-Community interaction is encouraged and provisions for the use of grounds and facilities are made for outside agencies/associations.
 - a) Outside agencies or associations shall not use the name of the Board, District, or school name and/or mascot in connection with their activities.
 - b) In addition to C.2., the School Board prohibits:
 - (1) An outside agency's or association's use of the school name and/or mascot in connection with their activities.
 - (2) Use by an outside agency/association during school hours.
 - (a) School hours are defined as the time beginning ten minutes before the final bell for students to report to class and ending ten minutes after the bell dismissing students at the end of the school day.
 - c) The grounds and facilities are to be assigned on a first-request first-served basis.

- d) All grounds/facility use, including inter-local and other government entities, will require a current application and agreement be completed, submitted, and approved prior to use.
 - (1) Application may only be waived if all information is included in MOU or separate document that fully addresses all application details and terms.
 - (2) The use rates and fees will be applied as set by the School Board
 - (3) The requesting group shall sign the agreement with the Principal/site manager no less than ten (10) business days prior to event scheduled.
 - (a) Application and Agreement will be submitted by Principal/site manager to the Business Affairs Division for processing and approval (by Assistant Superintendent or greater).
- e) All agreements must specify areas requested, utilities, personnel needs, and specific hours for use.
- f) Payments can be submitted and made payable to "The School Board of Clay County" with the Application and Agreement.
 - (a) Payment for event should be received no later than five (5) business days prior to the event.
 - (b) If payments are received, but event is not approved, payment will be returned.
- g) The organization and its parties shall make no attempt to access areas not agreed to and approved.
 - (1) Gaining unapproved access to areas may be considered a breach of contract and the authority to deny future access can be determined by the Principal and/or District Administration
 - (2) Attempting to gain access via assigned employee may be considered a breach of contract and future access may be denied as set above
 - (3) Additional charges will be assessed for any unauthorized use (including time)
- h) Facilities and grounds are to be well cared for and vacated as specified
- i) Parking is approved in designated parking areas; there will be no parking or driving on fields, tracks, or landscaping.
- j) For any damages, abuse beyond normal wear, or shortages, there shall be a charge assessed based upon either the actual value or replacement cost, whichever represents the lesser cost.

m. Rules and Regulations Governing Kitchen Facilities

- 1) The kitchen facilities as provided by these regulations shall ~~shall~~ **may** be available for refreshing purposes and for the serving of meals cooked elsewhere.
- 2) The kitchen facilities shall not be used to completely prepare and serve meals except those prepared and served by school food services personnel and for which full charge is made.
- 3) Non-school food services personnel are prohibited from operating major kitchen equipment.
- 4) The use of a kitchen facility shall require the assignment of at least one (1) school food service employee who shall be designated by the principal to serve in a supervisory capacity.
 - a) The employee so designated shall not perform the actual functions of preparing, cooking, serving, or cleaning up after meals, refreshments, et cetera.

- (1) The organization using the facilities must supply the necessary labor for these functions **or pay for the services**
- (2) Whenever the kitchen facilities are not properly cleaned after use, the Board will clean the facilities and charge the organization for the actual cost.
- b) The food service employee is to direct in the use of kitchen facilities and to help in locating and relocating equipment.
- c) At all times the food service employee is an employee of the Board and not of the organization using the facilities.
- d) The food service employee shall not receive pay or gratuities from the organization using the facilities.
- 5) In no case shall food service supplies be used in the preparation of meals or refreshments.
- 6) The above rules and regulations are not intended to prohibit the use of the kitchen facilities by other governmental agencies when this use does not interfere with the operation of the school food service program and when the use of the facility has been determined to be crucial to the continuing operation of such agency. In the event of use by other government agencies, the following requirement will be in effect:
 - a) This use of a kitchen facility shall require the assignment of one (1) school food service school level management employee who shall serve in a training and orientation capacity for the agency's food service personnel.
 - (1) The designated employee shall train the agency's food service employees to properly and safely use and maintain the equipment in the facility and will provide orientation to the location of utensils and other small equipment.
 - (2) At the end of the period of use, the designated employee will test the equipment to ascertain that it is in good working order and perform an inventory of small equipment and utensils to assure these items are accounted for and in good condition.
 - (3) At all times, the food service employee is an employee of the Board and not of the agency using the facility. The salary of this employee will be reimbursed by the agency using the facility.
 - (4) The amount of time needed for training, orientation and post service accounting shall be determined by the Director of School Food Service in the best interest of the School Board.

~~a. For the purpose of enhancing instructional skills and/or school related presentations off campus, library media center equipment may be checked out by instructional and administrative personnel, students, and educational partners of the school district. Requests for use outside of school, using proper administrative controls, will be handled on an individual basis, based on the following:~~

- ~~7) Impact of the instructional program~~
- ~~8) Need for the request~~
- ~~9) Size, weight, and delicate makeup of item~~
- ~~10) Cost of item~~
- ~~11) Responsibility of borrower~~

~~12) Willingness of the borrower or their parents to accept responsibility for damages that may occur.~~

~~b. Student loan approval will be limited specifically to an academic assignment, i.e. athletic, drama, course subject, as per teacher request. Under no circumstances shall equipment be checked out for non-educational use. All equipment taken off campus and valued at \$500.00 and over will have prior written approval of the Property Manager at the Cost Center involved.~~

~~c. Outside Organizations or Groups~~

~~a. Requests for use of school facilities or grounds by outside organizations or groups shall be made at least ten (10) days prior to the date of proposed use. Use of school facilities by outside groups or organizations shall not conflict with regular school use.~~

~~b. All permits will be for specific grounds areas or rooms and specific hours. It shall be the responsibility of the organization to see that the other portions of the building or grounds are not disturbed or entered upon and that the premises are vacated as scheduled.~~

~~1) School facilities shall be available to parent teacher organizations, farmers' organizations, character building organizations, groups or clubs of citizens formed for recreational, educational, political, economic, artistic or moral activities when such activities do not interfere with the regular functions of the school.~~

~~2) School Community interaction is promoted and provisions for the use of grounds and facilities are made for outside agencies/associations, which comply with Board Policy. Each Principal is given the authority to schedule use of school grounds and facilities in a manner which avoids conflict and undue abuse. The grounds and facilities are to be assigned on a first request first served basis. The requesting group shall sign an agreement with the principal, which releases the Clay County School Board from any and all liability charges. The agreement further specifies rental charges (if any) and time constraints, which apply to the group making the request. It further prohibits the grounds and facilities from being used by an outside agency or association, which uses the school name and/or mascot in connection with their activities. No outside agency/association will be allowed to use School Board facilities or grounds during school hours. School hours are defined as the time beginning ten minutes before the final bell for students to report to class and ending ten minutes after the bell dismissing students at the end of the school day.~~

~~c. Permits may be revoked without previous notice when conflicting dates result or when need of the property for public school purposes, subsequently develops. For other cause, permits may be revoked at any time upon reasonable notice.~~

~~d. Where there is no admission, fee, charge or contributions required for attendance or participation, the use of the school facilities shall be without charge, other than those established in g. below.~~

~~e. R.~~

~~f. All rate charges for the use of school buildings will be determined by the School Board at a regular or special School Board meeting. Rate charges shall be payable by check to the School Board of Clay County.~~

~~g. In addition, the following amounts for supervision and labor will be charged, when applicable:~~

~~1) A minimum of two (2) hours is charged if a School Board employee must be on duty. Such charges will be computed at one and one half (1 1/2) times the employee's regular salary rate plus matching retirement and social security.~~

~~2) For any damages, abuse beyond normal wear, or shortages, there shall be a charge assessed based upon either the actual value or replacement cost, whichever represents the lesser cost.~~

~~(Ref. F.S. 1001.42; 1010.20) (Amended: 11-19-91)~~

~~h. There shall be NO intoxicants or narcotics used in or about school buildings and premises nor shall profane language, quarreling, fighting, or gambling be permitted. Violations of this rule by an organization during occupancy shall be sufficient cause for denying further use of school premises to the organization.~~

~~i. The programs offered in or during the use of any school facility shall at no time contain any matter which might tend to cause a breach of the peace, or which constitutes subversive doctrine or a seditious social order.~~

~~j. The use of any school facility shall include the assignment of at least one (1) school employee who shall be paid by the Board and not by the organization using the facility. The employee in charge shall have full powers to see that the use of the facility is conducted in accordance with these regulations.~~

~~k. All juvenile organizations or groups seeking use of school premises must have adult sponsorship.~~

~~l. Rules and Regulations Governing Kitchen Facilities:~~

~~1) The kitchen facilities as provided by these regulations shall be available for refreshing purposes and for the serving of meals cooked elsewhere. The kitchen facilities shall not be used to completely prepare and serve meals except those prepared and served by school food services personnel and for which full charge is made. Non-school food services personnel are prohibited from operating major kitchen equipment.~~

- ~~2) The use of a kitchen facility shall require the assignment of at least one (1) school food service employee who shall be designated by the principal to serve in a supervisory capacity.~~
- ~~a) The employee so designated shall not perform the actual functions of preparing, cooking, serving, or cleaning up after meals, refreshments, et cetera. The organization using the facilities must supply the necessary labor for these functions.~~
- ~~b) The food service employee is to direct in the use of kitchen facilities and to help in locating and relocating equipment.~~
- ~~c) At all times the food service employee is an employee of the Board and not of the organization using the facilities.~~
- ~~d) The food service employee shall not receive pay or gratuities from the organization using the facilities.~~
- ~~3) In no case shall food service supplies be used in the preparation of meals or refreshments.~~
- ~~4) Whenever the kitchen facilities are not properly cleaned after use, the Board will clean the facilities and charge the organization for the actual cost.~~
- ~~5) The above rules and regulations are not intended to prohibit the use of the kitchen facilities by other governmental agencies when this use does not interfere with the operation of the school food service program and when the use of the facility has been determined to be crucial to the continuing operation of such agency. In the event of use by other government agencies, the following requirement will be in effect:~~
- ~~a) This use of a kitchen facility shall require the assignment of one (1) school food service school level management employee who shall serve in a training and orientation capacity for the agency's food service personnel.~~
- ~~(1) The designated employee shall train the agency's food service employees to properly and safely use and maintain the equipment in the facility and will provide orientation to the location of utensils and other small equipment.~~
- ~~(2) At the end of the period of use, the designated employee will test the equipment to ascertain that it is in good working order and perform an inventory of small equipment and utensils to assure these items are accounted for and in good condition.~~
- ~~(3) At all times, the food service employee is an employee of the Board and not of the agency using the facility. The salary of this employee will be reimbursed by the agency using the facility.~~
- ~~(4) The amount of time needed for training, orientation and post service accounting shall be determined by the Director of School Food Service in the best interest of the School Board.~~
- ~~-(Ref. 6A-7.042(2)(b)) (Amended: 07-09-87)~~

~~m. Insurance required by outside organizations or groups using facilities, grounds, or kitchen areas:~~

~~Any private or outside organizations or groups will be required to furnish a certificate of insurance in the amounts specified on MIS document #13018 titled Agreement for Use of Facilities and Grounds, available at each school. The referenced document must be filled out completely by all persons, outside groups, or organizations. The liability insurance requirement may, with Clay County School Board approval, vary based on the type of function or event planned. Product liability may be required if the cafeteria is used or products cooked and disbursed to the public. Copies of the MIS #13018 form shall be filed in the Insurance Office at least 10 days prior to the event on Clay County School Board property.~~

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT
AMENDMENTS TO SCHOOL BOARD POLICY 5.02A, Business Affairs,
General Policies, Purchasing, 5.03B School Activity Accounts, 5.02C
Business Affairs Use of School Buildings, Grounds, & Equipment

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of proposed amendments to Board Policy 5.02A, Business Affairs, General Policies Purchasing, 5.03B Business Affairs School Activity Accounts, 5.02C Business Affairs Use of School Buildings, Grounds & Equipment..

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - June 25, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt the proposed amendments under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

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

Public Hearing: The Board intends to formally adopt the proposed amendments to its Policies following a public hearing. ***The public hearing shall be held on Thursday, August 6, 2020***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C17 - 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

☉ [Allocation Summary - June 25, 2020.pdf](#)

PROPOSED CHANGES TO STAFF ALLOCATIONS

2020-2021 SUMMARY

Board Meeting, June 25, 2020

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			2020-2021 ACTIONS				
			General Funds				
FIE-0521		1.00	Administrative Support Assistant, 11-Month	Program Needs	(\$21,319)	(\$6,193)	(\$27,512)
FIE-0521	1.00		Student Records Secretary, 12-Month	Program Needs	\$24,180	\$7,024	\$31,204
				TOTAL:	\$2,861	\$831	\$3,692

DRAFT

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C18 - Approve Advertisement and Notice of Public Hearing for Revisions to the Clay County District Schools Use of Facilities/Use of Grounds Manual

Description

The purpose of this item is to update specified sections within the CCDS Use of Facilities/Use of Grounds Manual to clarify the requirements of the use of facilities and grounds by outside organizations and groups and to define when, by whom, and under what terms such use is allowable.

Gap Analysis

Previous Outcomes

None

Expected Outcomes

Approve the CCSB Use of Facilities/Use of Grounds Manual

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources

Recommendation

To obtain the School Board's approval and acceptance of the revised Internal Accounts Manual as presented

Contact

Dr. Susan M. Legutko Assistant Superintendent for Business Affairs 336-6721 Susan.Legutko@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- 🔗 [NEW Application-Agreement - Updated 6-2020 \(7\).pdf](#)
- 🔗 [Approval to Advertise Notice of Public Hearing Use of Facilities & Grounds Manual.pdf](#)

Use of Facilities & Grounds Manual



A complete guide to the rental of Clay County District properties



School District of Clay County

Application for Use of Facilities &/or Grounds

Applicant Information

Contact Name:	_____	Title:	_____
	<i>Last First</i>		
Organization Name:	_____		
Address:	_____		
	<i>Street Address</i>		
	_____	_____	_____
	<i>City</i>	<i>State</i>	<i>ZIP Code</i>
Primary Phone:	_____	Email:	_____
Secondary Phone:	_____	Email:	_____

Organization Type:	_____	Tax Exempt Cert #	_____
	<i>Church, HOA, Athletic, Private, Student, etc.</i>		<i>If claiming exemption</i>

Date(s) of Use:	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Time(s) requested:	From	AM PM
<i>If multiple dates, please attach schedule</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Times must include set-up, tear-down, & clean-up</i>	To	AM PM

Activity/Function:	_____
	<i>Club meeting, Athletic Game, Dinner, Camp, etc. (Attach advertisements and/or flyers)</i>
Facility Location:	_____
	<i>School Name, Professional Development Center, Teacher Training Center, Multi-Purpose Room</i>
Room/Bldg/Area:	_____
	<i>Portable, Classroom, Cafeteria (kitchen not included), Kitchen, Media Center, Gym, track, field, etc.</i>
Equipment/Furniture:	_____
	<i>List all onsite furnishings and equipment needs you are requesting</i>

Will food and/or beverages be offered/sold?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Will you need A/C or Heat for this event?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Will tickets be sold for entry to this event	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes,	Price for Adult? \$	
				Price for Students? \$	
Will you be bringing in any equipment, furniture, wall hangings, etc.?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	_____		
<i>List and describe equipment, etc. being brought in for event use</i>					

User must complete & submit this application to the facility Administrator at least 10 business days prior to an event, to be given timely consideration for use.

Application Acknowledgement & Promise

Applicant understands that this application is subject to approval and availability. If the application is approved, applicant will need to sign and agree to all terms as outlined in the Use Agreement (exhibit A), all terms as set forth in School Board Policy, timely payment of fees/charges, and comply with all of the District's insurance requirements.

Applicant Signature: _____ Date: _____

Facility Administrator	YES	NO	Signature:	_____	Date:	_____
Approval of Use:	<input type="checkbox"/>	<input type="checkbox"/>				

This Agreement made between the SCHOOL BOARD OF CLAY COUNTY (hereinafter referred to as the "Board") and (hereinafter referred to as "User") ; In consideration of the following mutual promises and conditions, the Board and User agree as follows:

1. The Board grants to the User the temporary use of the facilities described on the Application for Use of Facilities &/or Grounds, (hereinafter referred to as the "Application") attached hereto and made a part hereof for the purposes, dates, and times set forth on said application. Such use shall be in conformance with and subject to the Board's Policies, any Administrative Regulations developed pursuant to such policy, and School/Facility policies at each individual location.
2. User shall conform to the general conditions of use set forth in this Agreement and the additional conditions of use, and other matters, if any, set forth in the Application.
3. The Board prohibits User and any outside agencies from using the Board's name, school name, mascots, logos, or any Board images, to imply connection to, or endorsement of User or their activities without express written consent and prior approval of its presentation.
4. This Agreement shall be deemed dated, and become effective, as of the date on which a duly authorized representative of the Board executes this Agreement, provided such date of execution is later than the date on which the User executes this Agreement.
5. This Agreement shall not be assignable or transferable in any manner without the express written consent of the Board.
6. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Board and the User.
7. The parties of this agreement acknowledge and agree that this agreement shall not be exclusive in any respect.
8. The User agrees to provide at its expense general liability coverage under an occurrence basis policy, with minimum limits of \$1,000,000 per occurrence and \$2,000,000 or more in aggregate, combined single limit covering bodily injury, property damage, personal injury, premises, operations, products, completed operations, independent contractors, and contractual liability. There shall be no exclusions for contracted liability. Coverage must be written by a carrier which has and maintains a rating of "A-" or better. The School Board of Clay County, Florida, shall be named as Certificate Holder and Additional Insured for claims arising out of any and all facility use under this policy and that the insurance is not cancelable without first giving thirty (30) days written notice to the Board.
9. The User fully understands, acknowledges and appreciates that despite the Board's best reasonable efforts to mitigate all health and safety risks, there are known, unknown, and potential dangers while utilizing the Board's facilities, services, equipment, personnel, etc. The dangers include, but are not limited to, the potential exposure, contraction, spreading, and infection of diseases and viruses.
10. User hereby agrees to hold harmless and indemnify the Board, its agents, and employees, from and against any and all losses, claims demands, penalties, judgments, court costs, attorneys' fees and liabilities of every other kind and nature in connection with, arising from, or related to User's use of the Board's facility, occupancy of the subject premises, installation, operation or maintenance of any fixtures or equipment in or upon the demised premises, or any negligence or fault of the User in failing to control, monitor or supervise any activity on the premises during the term of the lease of the premises hereunder.
11. Notwithstanding any other provision in this agreement, the User agrees to hold harmless and indemnify the Board from and against any and all losses, claims, demands, penalties, judgments, court costs, attorneys' fees and liabilities of every kind and nature whatsoever which may arise as a result of any employee, agent, member, guest, invitee, licensee or volunteer of the User causing any harm or violating any rights of the Board, or its agents, employees, or any student, parent, guardian, invitee, licensee, visitor or guest on or about the premises of any Board facility or who may otherwise be injured, including but not limited to injury to any civil right protected by law, as a result of or during any use of the facility by the User.
12. User will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that the The School Board of Clay County, its agents, entities, and employees are not connected to the User's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to User's use of the Board's facility.
13. The User agrees that it will cooperate with the Board, school principal, or designee (of either of them) when any of said Board representatives shall direct the User to remove any employee, agent, member, guest, invitee or licensee of the User from the facility. Such direction to remove may be given at the sole discretion of the Board or its designee so long as the Board or its designee has required the removal in the interest of the educational program, or the safety, health, welfare or security of any student, parent, guardian, guest, invitee, licensee, employee or agent of the Board, or the security and/or safety of the facility.
14. Risk of any loss to User's property shall be entirely upon User. User may not store any equipment, material or other matter in Board's facilities without express written approval from the Board or designee.
15. No equipment, material or other matter, which presents a health or safety hazard to persons or property, may be brought upon the Board's facility. The use of open flames, makeshift electrical wiring, flammable and/or caustic materials (and the like) are prohibited.
16. The use of any form of tobacco (including "vape" products), illegal drugs, liquor, profane language, obscene materials or acts, gambling or violence are prohibited.
17. Food or beverages may not be used without express written approval from the Board or designee.
18. User is not permitted to utilize stoves, ovens, microwave ovens, hot plates or any devices which have the potential to cause a fire on Board property.
19. Electrical equipment shall not be operated without express written approval from the Board.
20. Equipment, material, or other matter owned by the Board may not be used or removed without written approval from the Board.
21. Users, their agents, and their guest should have no expectations of Privacy while using the Board property.
22. All equipment, material, and other matter brought upon the facility by User shall be removed and the facility cleaned up and restored to the condition in which it was provided prior to the end of agreed use, unless the Board or designee expressly approves other arrangements in writing. At the Board's discretion, and to safeguard the health and safety of all who enter or use our facilities, additional charges may be assessed for after-event deep cleaning and sanitation.

Exhibit A – Use Agreement & Fees (page 2 of 2)

1. The Board requires an SBCC employee's presence for entry, additional supervision, and to ensure User's compliance with this Agreement. A Police Officer may be deemed appropriate for the protection of the facility and other Board property. Every effort will be made by the site administrator to secure personnel for an approved event, but the Board and its entities do not and cannot accept responsibility for employees' lack of participation, willingness or availability for supervision.
2. Additionally, User shall at all times provide sufficient self-supervision of its activities to ensure compliance with this Agreement.
3. Use of a facility may be terminated by the Board in the event of any emergency, force majeure, User's breach of Agreement, or in the event that the facility is required for any Board or educational program, which cannot reasonably, be held at another time and place.
4. All persons using the Board's facility pursuant to the Agreement shall confine themselves to the area of the facility for which temporary use has been granted to User.
5. At no time shall the maximum capacity of the facility space be exceeded.
6. Pursuant to Section 790.06(12)(a), Florida Statutes, it is illegal for non-law enforcement officers to bring weapons onto SBCC property (even w/ concealed permit).
7. User will comply with all Federal, State, and Local laws, including any/all taxes payable to the government.
8. The User agrees that if the standard fee schedule changes during the period for use reserved hereunder, that any increased fees shall be due and payable at the time they become effective.
9. Prior to use of Board's facilities, User shall pay to Board the fees set forth in the Use Agreement & Fees. All payments will be made payable to "The School Board of Clay County" and received no less than five (5) business days prior to use.
10. User warrants that all information, including attachments to Application, and other statements or materials that User may have given the Board in connection with the Application, and subsequent Use Agreement, described is true, complete and correct.

School Administrator/District Site Location Manager shall enter fees per Board approved pricing guide

Applicant/Organization name: _____						
School/Location of Event: _____				Event Type: _____		
Building/Room	Event Dates		Event Times		Total Hours	Fees/Rate
Grounds Use						
District Personnel						
Utility/Equip Rental						
Sales tax will be collected at a rate of 7% as required by law unless a valid tax-exempt certificate is provided					Taxes	
					Total	

Notes or Special Instructions:

Applicant signature denotes total agreement to all terms, conditions, notes, and fees assigned in Exhibit A (pages 1 & 2).

Applicant Signature: _____ Date: _____

Principal or Location Rep: _____ Title/Location _____ Date: _____

Superintendent/Designee	YES	NO			
Approval of Use:	<input type="checkbox"/>	<input type="checkbox"/>	Signature:		Date:

The groups identified under each User Group are provided as examples and are not intended to be an exclusive list. The types of fees assessed for each group are also listed but subject to review and approval.

User Group 1 - School Groups

User Group 1 includes organizations that serve the students, parents, and teachers of the Clay County School District. User Group 1 applicants are not required to pay for use, utilities or personnel costs; the only exception to this would be when a school employee is required to work overtime to accommodate another schools use or when any of the district's personnel are required to hire additional staff to support a school function. In this case, the School or organization seeking use is responsible to reimburse these costs to the facility being used.

School Approved Clubs/Activities	PTA/SAC Meetings	Booster Clubs
District In-Service Workshops	School Directed FHSA Activities	See Group 3 Exemptions

Fees Required:

- Salary/Benefits

User Group 2 - School Related Groups

User Group 2 consists of students, employees or parents who are participating in an activity that does not directly relate to school activities but enhances the school or provides a definite educational service to the students of that school. Youth Organizations are defined as secular and non-secular organizations that provide moral and character development programs that are consistent with the Clay County School District's character development curriculum. This Group is responsible to pay all required utility fees and school personnel costs when the use takes place outside the normal hours of operation.

Youth Organizations	Boy/Girls Scouts of America	Teachers Assoc.
Board of County Commissioners	Soccer Clubs	Little League
Charter Schools	4-H Clubs	Boys/Girls Club

Fees Required:

- Utility Fees
- Salary/Benefits Costs
- Sales Tax

User Group 3 - Non-Profit Organizations

User Group 3 consists of local civic, fraternal, and governmental and community oriented groups whose sole purpose is providing a service for students and parents of the community. This Group is responsible to pay all required school personnel and utility costs when the use takes place outside the normal hours of operation.

Activities exempted include: town meetings sponsored by a municipality, voter precincts and public hearings. These exempt activities are assessed at a User Group 1 level.

City/County Parks & Rec.	HOAs	Grant Funded Tutoring/Enrichment
Church Groups	Town Hall Meetings	Public Hearings

Fees Required:

- Facility Use Fee
- Utility Fees
- Salary/Benefits Costs
- Equipment Use Fees
- Sales Tax

User Group 4 - For-Profit

User Group 4 includes those citizens, associations, clubs or other organizations who wish to use school facilities for commercial, for-profit purposes.

Fees Required:

- Facility Use Fee
- Utility Fees
- Salary/Benefits Costs
- Equipment Use Fees
- Sales Tax

Exhibit B – Use Rental Fees (page 2 of 3)

FACILITY OR GROUNDS REQUESTED	FEES	CALCULATION UNITS
CAFETORIUM w/o STAGE (kitchen rental not included)	\$60.00	Per hour w/ 2 hour minimum
CAFETORIUM w/ STAGE (kitchen rental not included)	\$70.00	Per hour w/ 2 hour minimum
CLASSROOM	\$50.00	Flat fee - single occurrence up to 4 hours
GYMNASIUM w/ Bleachers	\$100.00	Per hour w/ 2 hour minimum
GYMNASIUM w/o Bleachers	\$80.00	Per hour w/ 2 hour minimum
KITCHEN USE (only)(must include SBCC staff)	\$20.00	Per hour w/ 2 hour minimum (add kitchen staff pricing)
MEDIA CENTER	\$60.00	Per hour w/ 2 hour minimum
PORTABLE CLASSROOM	\$40.00	Flat fee - single occurrence up to 4 hours
FOOTBALL STADIUM W/ LIGHTING	\$200.00	Flat fee - single occurrence up to 6 hours (does not include access to concession stands)
FOOTBALL STADIUM W/O LIGHTING	\$160.00	Flat fee – single occurrence up to 6 hours (does not include access to concession stands)
BASEBALL FIELD W/ FIELD LIGHTS	\$160.00	Flat fee – single occurrence up to 6 hours (does not include access to concession stands)
BASEBALL FIELD W/O FIELD LIGHTS	\$120.00	Flat fee – single occurrence up to 6 hours (does not include access to concession stands)
PARKING LOT ONLY	\$30.00	Per hour – lighting recommended from dusk to 1 hour post event (see Utilities for lighting pricing)
USE OF IMMEDIATE AREA RESTROOMS (price covers consumables & refuse)(if restocking & garbage changes are required, you must order custodial services)	\$0.00 \$10.00 \$20.00 +\$10.00	0-30 people at event (included) 31-100 people at event (per 4 hr event)(\$5 ea hr. after) 100-200 people at event (per 4 hr event)(\$10 ea hr. after) for each additional 100 people (or part thereof/per 4 hr event)
Not available with Parking Lot Only		

Due to safety and security issues, an authorized/paid SBCC employee (as designated by the Principal or Board designee) must be present for all Facility Use events to monitor and ensure the security of buildings.

When deemed necessary, a member of law enforcement may also be required for events/functions. If the available law enforcement officer is a SBCC employee, the custodial/other employee may be waived. This waiver does not include required Food Service Employees when Kitchens are used.

PERSONNEL REQUIRED	FEES	CALCULATION UNITS
CUSTODIAL SERVICES (includes services)	\$40.00	Per hour w/ 2 hour minimum
FOOD SERVICES (req. for access to kitchen)	\$30.00	Per hour w/ 2 hour minimum
SBCC EMPLOYEE (monitor only)	\$30.00	Per hour w/ 2 hour minimum (no custodial services included)
LAW ENFORCEMENT SERVICES (as required by policy)	\$50.00	Per hour w/ 3 hour minimum
IT/AUDIO-VISUAL/LIGHTING (w/ equip rental)	\$50.00	Per hour w/ 2 hour minimum

UTILITIES/EQUIPMENT	FEES	CALCULATION UNITS
PARKING LOT LIGHTING	\$20.00	Per hour (recommended from dusk to 1 hour post event)
OUTDOOR FACILITY LIGHTING	\$10.00	Per hour (recommended from dusk to 1 hour post event)
SCOREBOARD	\$40.00	Flat fee (proper personnel or training required)
STAGE LIGHTING/AUDIO-VISUAL/ETC.	\$40.00	Flat fee (may require IT/AV personnel)

Exhibit B – Use Rental Fees (page 3 of 3)

Sales Tax - A 7.0% Sales Tax is charged on the following fees: rental, facility use, utilities, equipment and supplies, unless an organization provides a copy of a valid Florida Sales Tax Certificate of Exemption to Risk Management. NOTE: A Federal Tax Exemption number does not apply to State of Florida Sales Tax Exemption.

Security and Damage Deposit - Users may be required to pay a Security and Damage Deposit at the discretion of the Site Administrator. A Security and Damage Deposit of 50% of the TOTAL FEE may be required for first time users and user groups larger than one hundred in attendance. A Security and Damage Deposit of 100% of the TOTAL FEE for previous users may be required based on past damage occurring during their contract. The School will provide receipts to the organization for proof of repairs or replacements.

Law Enforcement Services – Law enforcement services will be required for events expecting more than 30 people, all sporting events, and where deemed necessary by Administration.

Insurance and Indemnification - Unless stated otherwise users shall provide a certificate of insurance evidencing general liability coverage under an occurrence basis policy, with minimum limits of \$1,000,000 per occurrence and \$2,000,000 or more in aggregate, combined single limit covering bodily injury, property damage, personal injury, premises, operations, products, completed operations, independent contractors, and contractual liability. There shall be no exclusions for contracted liability. Coverage must be written by a carrier that has and maintains a rating of "A-" or better according to A.M. Best Company.

The School Board of Clay County, Florida, shall be named as Certificate Holder and Additional Insured for claims arising out of any and all facility use under this policy. . All governmental users shall provide evidence of insurance or self-insurance to the limits set forth in F.S 768.28 except as prohibited by F.S. 768.28(18). All users shall agree to defend, indemnify, and hold harmless the School Board of Clay County, Florida, and its employees for any expense, cost, loss, damage claim, judgment or claims bill incurred or rendered against same, including attorneys' fees and investigation expenses (pre-suit, suit, trial, appeal, and post appeal proceedings) on account of any intentional or negligent acts or omissions of the user or its employees, agents or servants.

Outstanding Balances - Agencies or organizations with outstanding balances greater than 30 days shall not be permitted to lease facilities until the balance is reconciled. Past due notices will be mailed out and Schools will be notified of those groups that have not paid.

Corrected or Changed Invoices - Corrections, cancellations or changes for existing charges must be verified by the School's Facility Use contact person and sent via e-mail to Risk Management. Adjustments must be made for any event within 30 days of the occurrence.

Fees & Fee Waivers - School Groups requesting the use of their own facility will not be charged any fees. School Groups requesting the "Cross Use of Schools" will be charged the Personnel Costs when a school employee is required to work or hire additional staff to accommodate another school's use. School Related Groups requesting the use of a facility will be responsible to pay all required school personnel costs and utility fees when the use takes place outside the normal hours of operation.

Use Fees for Non-Profit Groups may be reduced or waived by the Site Administrator; however, items under Utility Fees and Personnel Costs cannot be waived or reduced. Rental Fees for For-Profit Groups may be reduced by the Site Administrator, but must be approved in advance by the Superintendent, his/her designee, or the Assistant Superintendent of Business Affairs; however, items under Utility Fees and Personnel Costs cannot be waived or reduced. Groups with other agreements with the School Board will follow the rules outlined in that agreement and may not be bound by these pricing rules (all other rules may apply).

COVID 19 REQUIREMENTS

Cleaning and Disinfecting – Due to the recent pandemic the District must rely on its trained Custodians and/or Maintenance Employees for the cleaning and disinfecting of our property. The Principal or Site Manager will determine an estimated timeframe based on Use as applied for. The Board employee's pay and mandatory cleaning products will be added to cost of Use. However, if additional time is required, User will be billed the reasonable addition accordingly.

SAFETY AND SECURITY UPDATE

No Keys – For the safety of our students and employees as well as the security of our campuses/buildings/etc. keys cannot be checked out and will not be provided to outside organizations.

1. Public school facilities may be used for Non-School Purposes in accordance with the following provisions:
 - a. Each user/applicant of public school facilities may make application for use in the administrative office of the requested facility. Each user/applicant of public school facilities may access and complete the lease application (available on the District's website under Business Affairs/Risk Management/ Facility Usage) and submit the completed application and related back-up information to the requested facility.
 - b. Upon receiving an Application for Use of Facility or Grounds, the school principal or facility administrator shall determine if the requested use conflicts with school programs (such as extracurricular school activities or other previously scheduled activities). If the school principal or facility administrator approves the use of the facility on the date requested, they should forward the approved & completed application, with necessary back-up, to the Superintendent's designee for final approval or denial.
 - c. Payment for Use of Facility or Grounds should be submitted to the Business Affairs Department with a copy of the approved Agreement, no later than five days prior to the event.
 - d. An employee of the School Board, approved by the school Principal or facility manager, must be available to open, close and monitor the public school facility throughout the meeting, event, or program. Use of public school facilities will be denied if school district staff is unavailable.
2. The Superintendent or designee shall review the Fee Schedule periodically (no less than annually), and any changes to the Fee Schedule shall be recommended to the School Board for approval.
3. Government Organizations:
 - a. On School Days during the normal operational hours when custodial staff is present, Government Organizations shall be exempt from the payment of Rental Fees, Custodial Costs and Utilities Costs. However, Government Organizations shall pay Consumable Items Costs.
 - b. After School Hours or on Non-School Days when custodial staff presence is required, Government Organizations shall pay Custodial Costs, Consumable Items Costs, Utilities Costs and Personnel Costs, as incurred including, without limitation, any required security.
 - c. Regardless of school days, normal operational hours, after school hours, or non-school days, Government Organizations that charge participants for activities shall pay Rental Fees, Custodial Costs, Utilities Costs and Personnel Costs as incurred, including, without limitation, any required security.
 - d. All fees shall be based on the current established Fee Schedule (appended to this Policy as Exhibit B).
 - e. This Policy is not applicable if a separate agreement exists between the School Board and another governmental entity for the use of school facilities. Those agreements shall stand upon their own terms.
4. Non-Profit Corporation or Section 501 (c) (3) Organization
 - a. An entity which represents itself as a Non-Profit Corporation and is registered and recognized as a Non-profit Corporation in the State of Florida, shall fulfill the Lease Application requirements, all insurance requirements set forth in this Policy, and submit a copy of its State of Florida issued Certificate of Status (or State of Florida document(s) confirming status as a Non-Profit Corporation) prior to each and every use of public school facilities
 - b. A Section 501 (c) (3) Organization shall fulfill the Lease Application requirements, all insurance requirements set forth in this Policy, and provide a copy of its approved IRS Section 501 (c) (3) certificate (or document(s) issued by the IRS confirming status as a Section 501 (c) (3) Organization) prior to each and every use of public school facilities.
 - c. On School Days, a Non -Profit Corporation or a Section 501 (c) (3) Organization shall pay nominal charges for electricity and administrative costs, Consumable Items Costs, as listed in the Fee Schedule, and Personnel Costs, as incurred including security, but shall be exempt from the payment of Rental Fees and Custodial Costs.
 - d. During After School Hours or on Non-School Days, a Non -Profit Corporation or a Section 501 (c) (3) Organization shall also pay Rental Fees, Custodial Costs, Utilities Costs and Personnel Costs, as incurred including, without limitation, any required security.
 - e. All fees shall be based on the current established Fee Schedule. In addition, any use of equipment shall be subject to Rental Fees.

5. Exhibit C – Expanded Standard for Use & Rentals of Facilities (2 of 2)

6. Other Organizations:

- 1) Other Organizations shall fulfill all Lease Application and insurance requirements necessary for each use of public school facilities.
7. On School Days, Other Organizations shall pay Rental Fees, Utilities Costs and any Personnel Costs that are incurred including, without limitation, any required security, or additional custodial staff.
8. During After School Hours or on Non-School Days, when custodial staff presence is required, Other Organizations shall pay Rental Fees, Custodial Costs, Utilities Costs and any Personnel Costs as incurred including, without limitation, any required security.
9. All fees are based on the current established Fee Schedule (appended to this Policy as Exhibit B).
10. This Policy may not apply to vendors who are awarded contracts as a result of a Request for Proposal (RFP) process issued by the School Board including, but not limited to, any entities that provide before and after school child care or before and after tutorials, etc. Any use of public school facilities by such entities shall be governed by the specific contracts or agreements existing between such entities and the School Board.
11. The school principal or facility administrator shall require the use of regular food service workers when fixed kitchen equipment is used in connection with food, service and clean-up during use of a public school facility rental. The group or organization shall pay the cost of the food service worker(s) involved, according to the adopted rate schedule.
12. All checks for rental of public school facilities, as well as for payment of on-site services shall be made payable to the School Board of Clay County. Organizations must prepay all Rental Fees before being given access to public school facilities. However, if the rental period is greater than one month, facility lease cost shall be paid on a monthly basis.
13. Parties can only enter into leases up to one (1) year and will require renewal each new fiscal year (July 1 – June 30).
14. Any group or organization that intends to charge students and/or adults for any type of service/activity during the usage of public school facilities/equipment must provide the School Board with a letter addressed to the Superintendent stating that the organization will report to the Internal Revenue Service (IRS) all salaries and applicable taxes. Additionally they will report all fees exceeding \$600.00 paid to any School Board employees, a copy of which will be provided to the IRS by the School Board.
15. **INSURANCE** The user of public school facilities shall be financially responsible for all liability and property damage incurred during its use of facilities, if such damage occurs as a result of its use subject to applicable law. The user of a public school facility must furnish a Certificate of Insurance to the Risk Management Department of the School Board at least seven (10) working days prior to the use of the public school facilities, and the Certificate of Insurance must contain the criteria as noted in Exhibit B, 9. The user of a public school facility is required to notify the School District immediately if the above referenced insurance coverages are cancelled.
16. Food truck vendors participating in an event conducted by a group may prepare, make and/or sell food directly to patrons at the event. However, such food truck vendors must comply with all applicable state, local and School Board requirements including insurance as stated in 18.
17. These rules work in conjunction with all School Board Policies

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT CLAY COUNTY DISTRICT SCHOOLS PROPOSED USE OF FACILITIES & GROUNDS MANUAL

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of the proposed Clay County District Schools Use of Facilities & Grounds Manual.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - June 25, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt the proposed Use of Facilities & Grounds Manual under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed Use of Facilities & Grounds Manual was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt the proposed amendments to its Policies following a public hearing. ***The public hearing shall be held on Thursday, August 6, 2020***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C19 - Approve Advertisement and Notice of Public Hearing on Revisions to the Clay County District Schools Internal Accounts Manual

Description

The purpose of this item is to update specified sections within the CCDS Internal Account Manual. Section 6.A-1.097, F.A.C. (State Board of Education Rules) designates the responsibility of Internal Funds to the School Boards and directs the Boards to adopt written policies governing the receipt and disbursement of funds. The CCDS Internal Accounts Manual represents a comprehensive set of policies and procedural guidelines governing the receipt and disbursement of internal funds.

Gap Analysis

The most recent update to this manual was completed in 2010. A complete rewrite is needed due to new rules and regulations as imposed by State Statutes, School Board Rules, and GASB 84. The attached version represents a complete rewrite of this manual, and the 2010 version is now obsolete.

Previous Outcomes

None

Expected Outcomes

Approve the CCSB Internal Accounts Manual as submitted.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources

Recommendation

To obtain the School Board's approval and acceptance of the revised Internal Accounts Manual as presented

Contact

Dr. Susan M. Legutko Assistant Superintendent for Business Affairs 336-6721 Susan.Legutko@myoneclay.net

Financial Impact

None

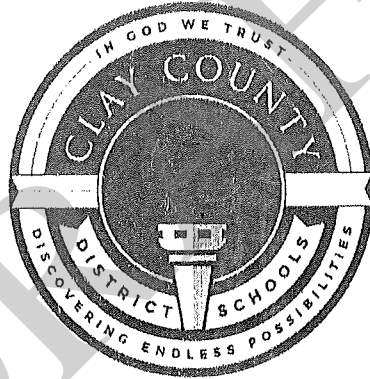
Review Comments

Attachments

☞ [Internal Accounts Manual.pdf](#)

☞ [Approval to Advertise Notice of Public Hearing Internal Accounts Manual.pdf](#)

Clay County District Schools



Internal Accounts Manual

A Reference Manual for School Bookkeepers

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Forms/Exhibits

ONLINE REFERENCES

School Board Rules <https://www.oneclay.net/domain/5198>
or District Home Page>School Board>School Board Policies

Florida State Board of Education Rules <http://www.fldoe.org/policy/state-board-of-edu/index.shtml>

Florida Statutes <http://www.flsenate.gov/Laws/Statutes>

Florida Administrative Code <http://www.flrules.org/default.asp>

Florida Department of Revenue <http://dor.myflorida.com/dor>

Internal Revenue Service Publications <http://www.irs.gov/publications>

USDA Office of Ethics <http://www.usda-ethics.net/rules/fundraising.htm>

Florida High School Athletic Association <http://www.fhsaa.org>

CHAPTER 1 – GENERAL OVERVIEW

INTRODUCTION

The sole purpose for the existence of internal funds is to promote the general welfare, education, and morale of all students and to finance the activities of School Board sanctioned co-curricular organizations. A well-planned program for internal funds will ultimately enrich the curriculum as well as improve morale and discipline. Section 1011.07, Florida Statutes, and 6A-1.087, State Board of Education Rules, designate the responsibility of Internal Funds to the School Boards and directs the Boards to adopt written policies governing the receipt and disbursement of funds.

This manual is an update, it includes changes needed to maintain conformance with current laws, regulations, and School Board rules. It also ensures greater internal control by documenting existing practices.

All funds, including those for outside organizations, are governed by the policies and procedures outlined in this manual and School Board rules. The principal of each school is solely and fully responsible to the School Board for all internal fund activities within the school. The bookkeeper is responsible for maintaining the records documenting internal fund transactions and for pointing out to the principal any transaction that does not agree with this manual. All parties involved in the handling of internal funds should become knowledgeable of the policies and procedures prescribed in this manual.

Due to the wide variety of activities at each school the purpose and intent of individual accounts will vary. The purpose for which accounts are established should be documented and available for audit purposes.

This manual, as adopted by the Clay County School Board (hereinafter referred to as “School Board” or “Board”), is the governing document on internal fund accounting. Florida Statutes, State Board of Education Rules and the rules of the School Board of Clay County are the governing requirements and must be adhered to; in case of conflict, they will take precedence over this manual.

BASIC PRINCIPLES

1. School Internal Accounts funds shall be used to finance a program of School Board approved activities that supplement those activities provided for by District budget funds. All Internal Accounts funds designated for general purposes shall be used to benefit the student body.
2. The School Board shall be responsible for the administration and control of Internal Accounts funds of the District school system, and in connection therewith shall:
 - a. Adopt written policies governing the receipt and disbursement of all Internal Accounts funds and the accounting for property pursuant to Florida Statutes.
 - b. Provide for an annual audit of Internal Accounts funds. The audit shall include documentation of any failure to comply with the requirements of Florida Statutes, State Board of Education Rules and School Board rules, and observations as to financial management of the internal funds. After presentation to the School Board, the signed and written audit report becomes a part of the public record.

3. The financial transactions of school organizations shall be accounted for in the school Internal Accounts funds. All funds handled by School Board employees during normal working hours and/or after hours at school-sanctioned events, shall be included in, and become part of, the Internal Accounts funds of the school unless accounted for in the District-level accounting system. All organizations of the school or organizations operating in the name of the school, that collect money from the public shall be accountable to the Board for receipt and expenditure of those funds in the manner prescribed by the Board. If approved by the School Board, a school-based, direct-support organization as defined under Section 1001.453, Florida Statutes, must have all financial transactions accounted for in school Internal Accounts funds.
4. All individuals handling monies must be authorized by the principal and be insured by the School Board.
5. Funds collected shall be expended to benefit those students in school unless the funds are being collected for a specific documented purpose or are generated by career education production shops. Career education production revenues shall benefit the students or program that generated the funds, or the entire student body.
6. Funds collected by and used for the benefit of faculty and staff may be exempt from the preceding requirements at the option of the School Board. Staff activity accounts shall be separately identified and used to purchase items for faculty and staff and shall be differentiated from the funds used for the student body.
7. The objectives of fundraising activities by the school, by any group within, or by an outside group that uses the name of the school shall not conflict with programs as administered by the School Board.
8. School Internal Accounts funds shall be used to benefit activities authorized by the School Board.
9. The collection and expenditure of school Internal Accounts funds shall be pursuant to the Florida Statutes, State Board of Education Rules, Clay County School Board Policies, the Clay County School District Internal Accounts Procedures Manual, and the Financial and Program Cost Accounting and Reporting for Florida Schools; Chapter Eight, *School Internal Funds* (hereinafter referred to as "Red Book").
10. All Internal Accounts funds shall be placed in numbered accounts based on the Chart of Accounts, the basis of which is found in the Red Book. The Chart of Accounts is maintained by the District Finance Department.
11. With respect to detailed guidance for Internal Accounts funds, the Clay County School Board Policies and Procedures, and the Clay County School District Internal Accounts Procedures Manual, shall be the first reference area for school officials.
12. Sound business practices shall be observed in all transactions.
13. Purchases from Internal Accounts funds shall not exceed the resources of the applicable student activity/project account, except for items acquired for resale or items authorized by School Board Rule.
14. An adequate system of internal controls shall be maintained to safeguard the assets of the school's Internal Accounts funds.

15. Each school's organization, class, club, or department shall operate within a budget formulated by the organization members. The format of the budget shall be prescribed by the principal if not prescribed by the School Board Rule.
16. The financial support for various school activities shall be carefully planned and organized so that demands for money from students do not become a burden.
17. All collections received by any club or school organization must be deposited into the school Internal Accounts funds. All extra-curricular activities shall be self-supporting. Such projects are subject to the approval of the principal before a commitment by a school group.
18. In the event of violations of any rules established herein, the Superintendent of Schools (hereinafter referred to as "Superintendent") shall be responsible for disciplinary action as may be deemed necessary.
19. The Internal Accounts funds shall be maintained under the cash basis of accounting. Money shall not be collected from students on school premises without the principal's approval. The teacher, class, club, or group sponsor shall receive written approval for money to be collected before the initiation of any collection activities. Failure to comply may result in disciplinary action.

RESPONSIBILITY

The School Board shall be responsible for the administration and control of the Internal Accounts funds of the District School System and shall:

1. Adopt written policies governing the receipt and disbursement of all Internal Accounts funds and for the accounting of property pursuant to Florida Statutes.
2. Provide for an annual audit of Internal Accounts funds in accordance with Rule 6A-1.087, Florida Administrative Code.
3. The Superintendent shall have the responsibility for the administration and enforcement of the Florida Statutes, Florida Administrative Code, State Board of Education Rules, and Clay County District School Board Policies as they pertain to Internal Accounts funds.
4. If applicable, the Internal Accounts Coordinator shall have the responsibility of submitting a signed written report to the School Board covering Internal Accounts funds which shall include notations of failure to comply with requirements of Florida Statutes, State Board Rules and policies of the School Board and commentary as to financial management and irregularities. Any such audit shall be presented to the School Board and filed as a part of the public record.
5. The principal shall be held accountable for the handling of all phases of internal funds accounting in his/her school, shall use a uniform system of accounting as prescribed by the Superintendent, and shall make monthly and annual reports of Internal Accounts funds as directed by the Superintendent. Under no circumstances shall the books of records and related supporting documents, including money, checkbooks, etc. be allowed to be taken home by any School Board employee.
6. The school's secretary/bookkeeper (hereinafter referred to as "bookkeeper") shall be the party handling all phases of internal funds accounting, using a uniform system of accounting, and generating monthly and annual reports of Internal Accounts funds on behalf of the principal.
7. **The bookkeeper shall not, under any circumstances, be the initial collector of any funds.** Since the bookkeepers' duties include bank deposits, posting monies collected in the system, and

performing bank reconciliation, there is not an appropriate level of segregation of duties if they are also the initial collector of monies.

8. Each school bookkeeper will perform due diligence in selecting and making arrangements for a School Board employee to act on their behalf as a designated "back-up" to their bookkeeper position. The Board employee selected as a "back-up" to the bookkeeper shall have the written approval of the principal on the Bookkeeper's Back-up Support form. Notification of the selected "back-up" shall be sent to the Internal Accounts Coordinator promptly to ensure the proper security assignments in the District's accounting software system. Also, it is the bookkeeper's responsibility to ensure that proper notification is sent to the Accounting Department if the designated/approved "back-up" changes at any time. At all times the bookkeeper will have a designated "back-up" who can perform the bookkeeper's assigned responsibilities in times of absences.
9. All employees and volunteers having responsibility for handling and recording Internal Accounts fund financial transactions shall be authorized by the principal and bonded through the District School Board. The person or persons designated by the principal shall have the responsibility of collecting and expending school Internal Accounts funds in accordance with Florida Statutes and School Board Policies.

GENERAL PRACTICES

1. All employees responsible for handling and recording Internal Accounts fund financial transactions shall be bonded through the School Board.
2. Purchases from Internal Accounts funds must be authorized in writing by the principal or designee. Neither the school nor the School Board shall be liable for any purchase made in the name of the school without express written approval.
3. District approved, pre-numbered receipts (school receipt books) shall be used to record and account for cash received.
4. District approved pre-numbered checks shall be used to disburse and account for funds.
5. Promissory notes, installment contracts, and lease-purchase agreements shall not be executed in the name of a school or any school organization except as authorized by the School Board.
6. Internal Accounts funds shall not be used to cash checks, accommodate individuals, make any kind of loan, extend credit nor pay any form of compensation directly to employees. Employees of the School Board who are compensated for additional services, such as working at athletic events, shall be paid through the District Payroll Department or, when appropriate, as prescribed by School Board policies.
7. Internal Accounts funds shall be accounted for on the same fiscal year basis as to all other District funds. No school organization shall make expenditures that exceed the cash resources available to that organization. All open accounts payable shall be disclosed to the School Board at the end of the fiscal year.
8. Bank statements shall be reconciled as soon as received. The principal will review the reconciliation.
9. Monthly financial reports shall be made in an approved written form to provide the school's administration with financial information necessary for decision making. An annual report will

provide data for the inclusion of Internal Accounts funds in the District's annual financial statements.

10. Account balances shall be subject to limits that the School Board may prescribe.
11. Unless specifically exempted herein, all purchases of items must be in accordance with state law and policies prescribed by the District Purchasing Office. Any other proposed purchase shall be referred to the Director of Purchasing for assistance in developing specifications and for bids quote.
12. School Internal Accounts funds shall be expended for the purposes for which they were collected. A signed receipt or an invoice supporting any expenditure shall be kept on file. Canceled checks are only part of the supporting evidence for any given transaction and are not sufficient to support the expenditure.
13. Expenditures from any trust funds shall be subject to the same rules as those required for other expenditures, except purchases made from funds held in trust for individual entities under approved vendor contracts, such as class rings, caps and gowns, cards, and invitations which are exempt from such requirements.
14. No expenditure shall be made unless it is approved in writing by the principal or his/her designee. Any proposed expenditure shall be considered prohibited until approved.
15. If an expenditure requires prior authorization from an additional party other than the principal, the school shall anticipate the need in time to obtain the written authorization. Expenditures shall not be made unless prior written authorization has been given. Verbal requests for authorization shall not be accepted.
16. Funds collected during the late afternoon or for evening activities shall be placed in a safe by the sponsor or other designated individual arranged by the principal. Sponsors or any other individuals who place funds in the safe shall not be responsible for protecting funds, so long as the sponsor/individual follows proper guidelines. Under no circumstances shall funds be left on the school premises, unless the safe procedure is followed. Any School Board employee who fails to remit funds each day may be liable for any loss. The District Finance Office must be notified of any loss. The District Finance Office has the authority to override loss repayment by the individual. Justification for this decision must be in writing.
17. For any individual piece of equipment costing \$1,000 or more, a check from Internal Accounts funds must be written to Clay County School District and forwarded to the District Business Affairs Department with the appropriate Equipment Distribution form for funds inclusion in the District budget revenue line before making the equipment purchase.
18. All disbursements shall be made by check. Supporting Internal Accounts Purchase Order form, invoice or receipt substantiating purchase, and check stub for each expenditure shall be approved in writing by the principal and shall be maintained on file for all disbursements.
19. No check shall be made payable to "cash".
20. All checks issued must be signed with two signatures, preferably the principal and the bookkeeper.
21. All signatures on checks must be original signatures. Facsimile, stamped, or other electronic signatures are prohibited.
22. In the absence of the principal, his/her designee shall also authorize purchases and sign checks.
23. Any reservations or disapproval of such transactions shall be reported by the principal to the Superintendent or his/her designee immediately. Any further review of the transaction shall be conducted by the Superintendent or his/her designee.

24. The principal shall have full responsibility for all phases of the Internal Accounts funds. No employee, class, club, teacher, or School Board member shall incur any expense or liability without the prior written authorization of the principal or his/her designee.
25. No vendor shall be paid if there is a dispute over a price or if the products are received unsatisfactorily.
26. Internal Accounts shall not be held responsible for an expenditure made by a student, teacher, or by any employee who has not first received written approval from the principal or his/her designee. Anyone making a purchase before approval shall be liable.
27. No trust fund account shall be overdrawn.
28. Purchases are specifically exempted from sales tax, except for purchases for resale.
29. The principal shall be fully responsible for all purchases and purchase commitments requiring the present or future disbursements of Internal Accounts monies. A signed commitment from the principal or designee must be on file before any purchases are made. No purchase shall be made unless sufficient resources are available.
30. Neither the school nor the School Board shall be liable for any purchase made in the name of the school without prior written approval. Promissory notes, installment contracts, or lease-purchase agreements shall not be executed in the name of a school or any school organization except as authorized by the School Board.

SAFEGUARDING OF FUNDS

Schools/Centers shall use a safe or vault for the protection of money received.

1. The safe shall resist drilling, burning, or removal, all of which could result in decreased insurance premiums.
2. Lightweight safes shall be set in a wall or bolted to the floor to prevent removal. Storing money and attaching forms outside of a safe is prohibited. Items allowable to be stored outside of the safe include blank check stock, school receipt books, tickets, and deposit slips; however, those items must remain locked in a filing cabinet, desk, or credenza if not maintained in the safe.
3. The safe or vault should be locked whenever not attended. This means turning the combination; not presetting on some digit, which nullifies insurance coverage. Only the principal, bookkeeper, and principal's designee shall know the combination.
4. The safe combination shall be changed whenever there is a change in administrative personnel and/or bookkeeper or at the end of every third year. If a locksmith is used to change the combination, documentation supporting the date of the combination change, such as an invoice from the locksmith, shall be kept on file at the school. If a locksmith is not used to change the combination, a memo signed by the principal documenting the date of the combination change is permitted.
5. In the event the school incurs a loss due to theft, the police shall be notified immediately and a written report shall be sent to the Superintendent or his/her designee.
6. For middle and high schools, the safe must have a built-in slot for night depository.

ERRORS ON INTERNAL ACCOUNTS PAPERWORK

1. Per Auditors: Any erroneous information must be invalidated by the originator of the entry by

- lining through such information, entering the correct information above or below the error, and initialing and dating the correction.
2. Any signed documents that require approval should be done in blue or black pen (not pencil), should never be written over, errors should not be scribbled over, and any changes must be initialed and dated.
 3. If a mistake is made, the person making the correction, should draw a fine line through the error and initial it, before getting the principal's approval. Documents should never be changed after the principal has signed them.
 4. Errors on paperwork should never be:
 5. Scratched or scribbled out
 6. Covered with whiteout
 7. Written over so that it not clear/legible
 8. Be completed with a pencil (documents must be done in ink)
 9. Dates should never be altered

BASIC RECORDS AND FILING

Internal Accounts funds shall be accounted for by using the most recent available version of the Board authorized accounting software system (hereinafter referred to as "accounting system").

1. Pre-numbered school receipt books shall be used as the means of documenting cash received. These provide the basis for entries to the accounting records where official sequential electronic receipts are recorded.
2. Pre-numbered checks shall be used as the means for disbursing funds.
3. The following papers connected with Internal Accounts funds should be kept in numerical order by month in a file folder:
 - a. Report of Monies Collected forms
 - b. Duplicate Deposit Slips
4. Purchase Order forms with related check stub and supporting documents (receipts, invoices, etc.)
5. Transfer forms
6. Journal Entry forms
7. Monthly financial reports generated from the accounting system
8. Bank statement and bank reconciliation, including supporting detail for reconciled items
9. These items shall be maintained on file at the end of the fiscal year according to the General Records Retention Schedules for Florida Public Schools

CHAPTER 2 – GENERAL PRACTICES

The efficient and accurate accounting of school Internal Accounts funds requires that sound business practices be followed in handling school monies received and expended. It is recommended that the school develop and distribute a set of guidelines that will educate faculty and staff on basic internal funds procedures.

FISCAL YEAR

Internal funds shall be accounted for in the same fiscal year (July 1- June 30) basis as to all other District funds. No school organization shall make expenditures that exceed the cash resources available to that organization. All accounts payable and accounts receivable shall be disclosed to the School Board at the end of each fiscal year.

BANK ACCOUNTS

Depositories for School Internal Accounts Funds

1. Depositories in which internal funds are kept must be qualified public depositories, approved by the District School Board.
2. The list of active Florida qualified public depositories approved for the deposit of public funds can be found on the Florida Department of Financial Services Website at the following link: https://apps8.fldfs.com/CAP_Web/PublicDeposits/ActiveQPDDisplayList.aspx
3. Please consult with the District Finance Department before changing banks to ensure that funds are deposited in a qualified public depository.

Checking

1. Each school shall have only one checking account, which shall be entitled, "NAME OF SCHOOL, INTERNAL FUND, THE SCHOOL BOARD OF CLAY COUNTY." This account title must be imprinted on all Internal Accounts checks and deposit slips. Savings or Investment Accounts shall be titled in the same manner.
2. All monies received by the school shall be deposited intact as collected into this account, and all disbursements will be made by checks drawn on this account. Savings or investment accounts shall be titled in the same manner.
3. All school Internal Accounts funds must be maintained in a financial institution recognized by the State of Florida as a depository collateral entity approved by the District Finance Office.
4. Bank statements shall be reconciled as soon as received. In the event the bookkeeper reconciles the bank statement, the principal shall review the bank statement before reconciliation and shall review the bank reconciliation immediately upon completion. The principal shall date and sign the bank statement and bank reconciliation after the reviews are completed.

Authorized Signatures on Checks

1. The principal of each school shall designate two persons in addition to him/herself who shall be

- authorized to sign checks and withdraw funds from checking, or other investment accounts.
2. Under NO circumstances shall checks be pre-signed.
 3. Two signatures shall be required for all transactions, one of which shall be that of the principal or his/her designee. A copy of the bank signature card of authorized signers on file with the bank shall be kept on file at the school for audit.
 4. When the authorized signers change, the bank should be notified immediately. A copy of the notification to the bank and updated bank signature card of authorized signers shall be kept on file at the school for audit.
 5. To substantiate the signature for each check, proper supporting documentation shall accompany the check before signing it. Facsimiles, stamps, or electronic signatures are not allowed. Such action makes the signer personally liable for anything recorded over his signature.

INVESTMENTS

1. SBA (State Board of Administration) investment opportunities are available for internal funds through the Clay County School District Business Affairs Division.
2. There is no minimum dollar amount required for investment and no minimum length of investment required, interest rates would fluctuate according to market conditions.
3. Funds invested are not connected to a particular activity account; therefore amounts to be invested should be based on total funds available.
4. Initial investment procedures:
5. Email the Business Affairs Finance Office, with the amount to be invested
6. Send a check in the correct amount to the Business Affairs Office and note for investment

Interest Earned on Investments

1. Each month a statement will be sent to every school with investments in the SBA indicating the amount of their investment and the interest earned that month on their investment.
2. SBA interest earned must be entered into the accounting system through Journal Entry before reconciling the bank statement each month.

Investment Return Procedures

1. Email the Business Affairs Finance Office with the amount that is needed and the date it is needed.
2. Please give three or more days' notice to process the request for funds to be returned
3. The amount of returned investment funds need to be entered into the accounting system through Journal Entry.

DONATIONS, GIFTS AND BEQUESTS - Approval Levels and General Provisions

A donation, gift, or bequest is a free contribution of unsolicited monies, from a person or group made for specific educational purposes or instances of presenting something as a donation, gift, bequest, or contribution especially to a charity or public institution.

If donations are solicited or asked for, such as at a car wash, funds requested to support a certain purchase or program, or by letters sent out asking for donations, then it is considered a fundraiser.

1. Donation information and request for approval should be documented on a District approved donation form.
2. Donation form must include:
 - a. a description of the donation and how it should be used.
 - b. your account name and number
 - c. a description of how you will be using the funds
 - d. the value of the donation
 - e. the name of the person or company who donated the funds
 - f. the date the donation was received, would be the same date on the Report of Monies Collected form
3. All donations, gifts, and bequests shall be properly receipted when accepted on a completed Report of Monies Collected form with the Donation form attached.
4. Monetary gifts and donations shall be deposited into the school's Internal Account corresponding to the purpose of the donation.
5. Funds received for a specific purpose must be used for the intended purpose.
6. In instances where an anonymous donation is received funds should be deposited into the general student account to be used for the general welfare of the entire student body.
7. Gifts of money, supplies, equipment, or other personal property of a value less than \$3,000 may be accepted by the principal or department head based on the criteria listed.
8. Proposed gifts of money, supplies, equipment, or other personal property of value between \$3,001 and \$9,999 must be approved by the Assistant Superintendent of Business Affairs with a memorandum from the principal, department head or other appropriate staff member describing the nature and purpose of the gift.
9. All proposed gifts of real property (regardless of value) and tangible and intangible personal property having a value of at least \$10,000 must be approved by the School Board
10. Gifts should not be broken up into smaller lots to keep them under the \$3,000 threshold.

SPONSORSHIPS

Sponsorship is usually when something is given or provided to a sponsor in return for their sponsorship. Example – a banner on the field, an ad in a program, their name on an event shirt, etc. in exchange for their money.

When presented with the opportunity for a sponsorship provide the bookkeeper with the following:

1. A copy of the memo, flyer, letter, or information pertaining to what the sponsors will be sponsoring.
2. A completed Report of Monies Collected Form along with the funds collected

LOANS AND ACCOMMODATIONS

1. Internal Accounts funds shall not be used to cash checks to accommodate individuals, make any kind of loans, pay any form of compensation directly to employees, nor extend credit to School Board employees, School Board members, outside organizations, or others.
2. School Board members, the Superintendent, employees, students, or any organization or other individuals are prohibited from making purchases through a school's Internal Accounts for personal

gain or use. The use of a school's purchasing privileges, such as sales tax exemption, special school discounts, credit card rewards or other such benefits by any School Board employee, the Superintendent, any Board member, any student, or any organization or other individuals, except as directly related to a school purchase, is prohibited.

CHART OF ACCOUNTS

The Internal Accounts funds Chart of Accounts is an all-inclusive listing of available account codes for classifying and recording internal fund financial transactions. The Chart of Accounts is maintained by the District Finance Department. All new account structures are created by the District Finance Department upon request of the school bookkeeper and principal. The Clay County School District established a standard Chart of Accounts and sub-account numbers. The purpose of requiring uniformity is to promote consistency throughout the District and to ensure compliance with federal and state guidelines. The Internal Accounts funds accounting system is composed of seven (7) basic fund types. The table below provides the basic account numbers and categories as detailed in the Red Book.

Chart of Accounts	
Control Account Number	Student Activity/Project
1000	Athletics
2000	Music
3000	Classes
4000	Clubs
5000	Departments
6000	Trusts
7000	General

Athletics – 1000

1. All revenue and expenditures involving athletic business transacted at the school level shall be recorded in accounts in this classification. Activity for each athletic program shall be maintained in a separate account within this fund.
2. Under no circumstances is the school athletic director permitted to act as the principal's designee for authorizing transactions in the athletics accounts. The principal or his/her designee shall authorize all transactions in this fund, as in all funds. It is recommended, however, that the athletic director review activity in these accounts and serve as a secondary authorization source as considered necessary.
3. All transactions within this fund must be in compliance with rules imposed by the Florida High School Athletic Association (FHSAA), found online at <http://www.fhsaa.org/rules>.

Music – 2000

1. Proceeds from activities of musical organizations, donations to these groups, and their expenses for supplies and trips shall be recorded in this classification.
2. Collections from students for rental or maintenance of uniforms or instruments shall also be recorded in this account.

Classes - 3000 and Clubs – 4000

1. Class and club accounts are those which support a group of students within a program or group of programs with a common interest, with a roster of members, officers, and a sponsor. Approval of the existence of all classes, clubs, and department activities is the responsibility of the principal. A copy of the club bylaws should be on file and approved by the principal or designee.
2. The teacher/sponsor of each class/club organization is responsible for providing adequate financial documents and records to the principal and is responsible for retaining duplicates of said documents and records. These records may include an organization budget, duplicate receipts of all income from dues, fundraising activities, entertainments, assessments, donations, and approved requests for payments.
3. The financial support for various school activities shall be carefully planned and organized so that demands for money from students do not become a burden.
4. All collections received by any club/class or school organization must be deposited in the school's Internal Accounts. All extra-curricular activities shall be self-supporting. Such projects are subject to the approval of the principal before the commitment by a school group. All disbursements by any club/class or school organization must be made by an Internal Account check. Authorization of expenditures shall carry the approval of a designated class, club, or department officer (grades 6-12), sponsor, and the principal. Expenses should be for the benefit of the students that participated in the generation of revenue. No accounts may be overdrawn at the end of the current school year.
5. A financial report shall be filed with the principal at the close of each fundraising activity, in accordance with the Fundraising Section of this handbook. To accommodate the collection of data for this report, a separate account for the activity may be established. The organization sponsor shall participate, along with the bookkeeper, in the designation of transactions to be recorded in each of the organization's accounts.
6. A graduation class, with a remaining balance at the end of the school year, shall transfer the funds to the General Fund at the discretion of the principal. (project for entire student body)
7. Any club which becomes inactive and has a balance in its account at the close of the current school year shall have its funds transferred to the General Fund and the account shall be closed at the end of the following school year.
8. Class, club, and department monies shall be expended for the benefit of the class, club, or department or for purposes designated by the class, club, or department that participated in the generation of the revenue. The specific purpose of the revenue collected must be documented by approved written minutes, field trip requests, fundraising activity form, etc. If the documented purpose allows for the collection of funds to cross fiscal years, then the remaining funds in the club or department can be carried forward to the next school year.

9. Any gifts identified as coming from a particular class or club shall be financed entirely by that group. This should not prevent a class or club from contributing to a project undertaken by several classes or clubs or by the student body. All such gifts to the school must first receive the approval of the principal. After approval, the group may set aside an amount for a specific project. Specific projects to contribute/donating for charitable purposes are allowable, provided the cash contributions are not made payable to an individual.
10. Awards, other than scholarships, presented in the form of cash are prohibited. Checks awarded as scholarships are allowable, provided funds are payable to the educational institution of the student's choice. Checks that exceed \$5,000 shall be approved by the superintendent before the award.
11. All extra-curricular activities shall be self-supporting unless funds are provided from the school's activity funds. No student will be excluded from participating in an extracurricular event because of a lack of money for dues, materials, and uniforms. This does not apply to charge for admission as a spectator to extra-curricular activities.
12. Programs or fundraising events for which admission is charged, such as drama and chorus productions, shall not be held during school hours, as required by Red Book Section III.

Departments- 5000

Departments shall be structured similarly to classes/clubs and conduct financial activities subject to the same policies presented above.

Trust Funds and Outside Organizations - 6000

1. Trust accounts are used for money contributed by or held for the sole use of specific groups and not owned by the student body as a whole. Trust funds shall be expended only for the purpose for which it was collected. A trust account shall not be overdrawn, nor may trust funds to be expended for general student body activities.
2. If a school organization undertakes a project extending beyond the current fiscal year, receives a restricted donation to be used over a period of time beyond the year in which it was received, approval must be granted by the principal and the funds shall be held in a trust fund, classified as other trusts.
3. When the purpose of a trust fund has been accomplished or becomes inoperative, the unused trust fund shall be returned to the person(s) from whom it was collected, if practicable. Funds that are not practical to return shall be considered as belonging to the general fund.
4. Collections for the District and funds collected from students as deposits shall be accounted for in a trust account.
5. Expenses for the beginning of the year, holiday, and/or end of year breakfast, lunch, and/or dinners and/or parties for administrators, teachers, staff, and volunteers can be accounted for in the staff activities trust account. Monies charged to each individual for this function shall also be recorded in this same account. Any net profits that are made from the teachers' lounge vending machine may be recorded as revenue to this trust account to support these activities.
6. Awards, other than scholarships, presented in the form of cash are prohibited. Checks awarded as scholarships are allowable, provided funds are payable to the educational institution of the student's choice. Checks that exceed \$5,000 shall be approved by the Superintendent before the award.

7. Outside organizations which are connected with, or operating in the name of the school, such as a parent/faculty organization, shall also have their financial transactions recorded and maintained in this category.

General Funds – 7000

1. The activities supported by the General Fund usually encompasses the entire student body or the student taking part in an activity such as competition representing the school. This category encompasses all accounts for funds other than those described below which are to be utilized for the general welfare of the student body or the school operation.
2. Separate accounts shall be maintained for various general activities. It is a good business practice to separately monitor the financial status of the activities. One such example is a **School Store Fund**:
 - a. Merchandise that is needed by students to facilitate classroom instruction and to accommodate students may be sold in school stores where permission to operate such stores has been granted by the District.
 - b. The principal should establish an approved list of merchandise. Profits from the school store may be transferred to the Internal Accounts general fund. Monies to establish the school store may be transferred from the Internal Accounts general fund. The school store shall operate as a separate fund.
3. Activities not accounted for separately shall be recorded in a miscellaneous account.

CHAPTER 3 – CASH COLLECTIONS AND DEPOSITS

All funds collected for school-sponsored activities are required to be deposited in the Internal Accounts funds of the school. This section will provide detailed information about the steps necessary to receive, process, and deposit Internal Accounts funds. All monies collected must be for a specific purpose which must be determined before the collection of funds. Given the wide range of purposes that can be identified for the collection of Internal Accounts funds, this section is designed to discuss some common sources such as field trips, student fees, fundraiser proceeds, and funds held in trust for yearbooks, class rings, etc. All funds must be collected for a specific purpose and processed in accordance with the guidelines outlined and detailed below.

GENERAL PROVISIONS

Red Book, Chapter 8, Section II Subpart 3 states clearly that “District-approved pre-numbered receipt forms shall be used as the means of recording cash received and as the basis for entries to the accounting records”.

Red Book, Chapter 8, Section III – *Standards, Practices, and Procedures*, Subpart 1.4, *Cash Collections and Deposits*, states “all checks, receipt forms and tickets shall be pre-numbered and perpetual inventories of each shall be maintained. Inventories shall show the beginning and ending numbers of all documents acquired and issued. In all cases where tickets are used, ticket reports and unsold tickets must be available for audit. Any pre-numbered documents shall be accompanied by a certified statement of the numbers received.”

CHECK ACCEPTANCE POLICY

If your school accepts checks, this check acceptance policy must be followed.

1. Any check written to a school must contain the maker’s name, current address, phone number, and student name, and should contain the reason for the check.
2. Post-dated checks are not accepted as it is considered an illegal action.
3. Change cannot be given if the amount of the check is higher than the amount of the sale.
4. Checks cannot be accepted 15 business days before a field trip.
5. If a check is accepted for items sold (t-shirt, yearbooks, fundraiser, etc.), the items cannot be delivered for 15 business days after receipt of the check by the school.
6. Please note that if a check is returned by the bank, the principal is responsible to get the sponsor who accepted the check, to recover the funds in cash, money order, or online payment.
7. If a check is returned or rejected for any reason, all future payments must be cash, money order, cashier’s check or online payment.
8. The use of checks as payments for things such as field trips, books, fundraisers, etc. is acknowledgment and acceptance of this policy and its terms and conditions.
9. Please take every measure to meet the requirements of the check-writing policy.
10. All checks received by the school shall be endorsed with an inked deposit stamp “FOR DEPOSIT ONLY” with account title and number.

COLLECTION OF FUNDS

1. All funds collected for school-sponsored activities are required to be deposited in the Internal Accounts funds of the school.
2. Before receipt of funds, the individual(s) planning to collect monies shall prepare proper District authorized forms (i.e.: fundraising, general purchases, field studies, ticket sales), which shall be approved in writing by the school principal authorizing the collection of monies.
3. Monies shall be collected only by the person, authorized by the principal, who is bonded by the Board.
4. **The bookkeeper, shall not, under any circumstances, be the initial collector of any funds.**
5. An alternative recipient, in case of absence of the bookkeeper, should be designated by the principal; acceptable designees include the school principal, assistant principal, or clerical staff as long as they are a current School Board employee.
6. All monies collected must be substantiated by a sequentially numbered electronic receipt and the Report of Monies Collected form, prepared by the individual collecting the cash.
7. If checks are accepted they shall meet all requirements of the check acceptance policy and where the student's name is different from the name of the person signing the check, the student's name or the receipt number shall be written on the check.
8. All funds collected and supporting Report of Monies Collected form shall be delivered to the bookkeeper on the day of collection.

REPORT OF MONIES COLLECTED

1. The Report of Monies Collected form is the supporting document for all funds collected. This form shall be used by all individuals who collect monies for Internal Accounts funds.
2. All monies collected must be documented in blue or black ink on the Report of Monies Collected form and submitted to the bookkeeper on the same day of collection.
3. If monies have been collected from more than one source (purpose) of the collection (activity, fundraiser, etc.), or for different activity accounts a separate Report of Monies Collected form shall be completed for each source and account and each Report of Monies Collected should be entered into the accounting system with its one Official Receipt number.
4. Any erroneous information must be invalidated by the originator of the entry by lining through such information, entering the correct information above or below the error, and initialing the correction.
5. The date recorded by the teacher/sponsor on the Report of Monies Collected form should be the date the funds were actually collected by the teacher/sponsor and match that which is written on the student activity receipt (if a student activity receipt is applicable).
6. Monies should be delivered to the bookkeeper by the individual that collected them. Funds should not be left in the bookkeeper's office, mailbox, or delivered by a student.
7. In case of after-hours activities, funds may be dropped in the secure school safe.
8. The following shall be shown on each completed Report of Monies Collected form:
 - a. Purpose (source) of the collection of funds
 - b. The actual date the monies were collected by the teacher/sponsor
 - c. Official electronic receipt number (*entered by the bookkeeper*)

- d. Source of the cash collection (full name), student activity receipt number (if applicable), and the amount collected from each. If the source of the funds collected is from a student, the student's name must be listed on the form. If the student and parent's last name differ, include the parent name on the Monies Collected form or receipt. (If the list becomes too lengthy, a class list or roster indicating the amount collected from each student can be attached and noted instead.)
- e. Total for deposit
- f. Signature of the teacher/sponsor responsible for collecting the money
- g. Signature of the bookkeeper and date verified funds were received from the teacher/sponsor. This date **MUST** be recorded by the bookkeeper separately from the date of initial collection, which is written on the top of the form by the teacher/sponsor
9. Each Report of Monies Collected form shall be entered into the School Board approved accounting system, substantiated by a sequentially numbered electronic official receipt.
10. The form shall be identified by the corresponding official electronic receipt number representing the collection (issued by the bookkeeper) and the original white copy shall be held by the bookkeeper and filed in numerical sequence.
11. The duplicate (carbon) copy shall be given to the individual who turned in the Report of Monies Collected form as their receipt.
12. The teacher/sponsor must retain their copies of the Report of Monies Collected forms until after the completion of the school year-end audit (usually during July) in case any questions should arise.

STUDENT ACTIVITY RECEIPTS (student/teacher receipts)

1. All monies collected for school-sponsored activities are required to be deposited in the Internal Accounts funds of the school. A student activity receipt will be issued for all monies received of \$5.01 or more pre-numbered sequential receipts. The student activity receipt book holds pre-numbered, two-part, or three-part receipts for all funds collected by a teacher/sponsor from each source.
2. The school may, at their option, utilize a three-part receipt book. The pre-numbered receipts are the means of recording all monies received and providing support for entries on the Report of Monies Collected forms, as well as substantiating each bank deposit.
3. The District approved pre-numbered receipt forms (student activity receipts) must substantiate individual receipt of all cash and/or checks meeting the criteria.
4. Student activity receipt books will be kept under the control of the bookkeeper.
5. The bookkeeper will distribute a student activity receipt book to any teacher/sponsor responsible for collecting money from any source by securing the signature of the teacher/sponsor on the Receipt Book Log.
6. **Under no circumstance should the bookkeeper be the initial collector of monies from any source.**
7. The teacher/sponsor responsible for collecting money will complete and distribute student activity receipts.
8. The bookkeeper will maintain the log of the numbered student activity receipt books and the signatures of whom the books are assigned.
9. A student activity receipt will be issued for all monies received of \$5.01 or more.

10. A student activity receipt is not required for the following:
 - a. Checks received by mail
 - b. Funds received by credit card or electronic transfer (ACH)
 - c. Funds received at Book Fairs
 - d. When money collected is derived through the sale of tickets for athletics, events, or other activities.
11. Student activity receipts are to be used in sequential numerical order and must be completed in ink.
12. The student activity receipt number must be included on the Report of Monies Collected form if a copy of the receipt is not attached.
13. A two-part receipt form will be distributed as follows:
 - a. The top copy (white) of the receipt form will be given to the person remitting the money
 - b. The second (audit) copy (yellow) will remain in the school receipt book.
 - c. Bookkeeper must audit the receipt book per each collection by initial and dating the yellow ending student receipt number.
14. A three-part receipt will be distributed as follows
 - a. The top copy (white) of the receipt form will be given to the person remitting the money.
 - b. The second copy (yellow) of the receipt goes to the bookkeeper attached with the Report of Monies Collected form and monies collected or can be dropped in the safe.
15. The third copy of the receipt (pink) will remain in the school student receipt book for audit.
16. Any voided student activity receipts must have the word "VOID" written across the original receipt, be stapled together with all copies of the voided receipt, and must be retained in the student activity receipt book for audit purposes.
17. Each day that money is collected, the teacher/sponsor will bring to the bookkeeper; the Report of Monies Collected form, the funds collected and, if using two-part receipts, the Student activity Receipt Book; if using three-part receipts, the second (yellow) copy of the receipt will be attached to the Monies Collected form.
18. The bookkeeper will verify the beginning and ending receipt numbers in the student activity receipt book.
19. The bookkeeper will verify that the receipt number is listed on the Report of Monies Collected form or for three-part receipts, the yellow copy of the receipt is attached.
20. The total of the receipts must equal the total funds written on the Report of Monies Collected form.
21. The bookkeeper will mark – by initial and date – the audit copy of the last receipt included on the Report of Monies Collected form. This will provide the bookkeeper with a visual cue of the beginning receipt number to be included in the next deposit.

OFFICIAL RECEIPTS (electronic receipts entered by the bookkeeper in the accounting program)

The bookkeeper shall have responsibility for the issuance of a sequentially numbered official electronic receipt into the Board approved accounting system and shall record the number on the corresponding Report of Monies Collected form. Official receipts shall be entered in sequential order and by the date, the monies were received.

The bookkeeper shall:

1. Complete the verification of monies collected process as detailed below.
2. Enter the transaction in the accounting system and generate the official receipt number.
3. The bookkeeper will hand write the official receipt number on the corresponding Report of Monies Collected form return the duplicate copy to the teacher/sponsor who initially collected the funds.

VERIFICATION OF FUNDS RECEIVED

When a Report of Monies Collected form is remitted to the bookkeeper with the corresponding funds, he/she shall count the funds and compare the total to the total written on the Report of Monies Collected form.

The cash remitted must match the cash listed on the form and the checks remitted must match the checks listed on the form. Any discrepancies found shall be addressed immediately or as soon as is feasibly possible.

Once the funds have been received the bookkeeper shall:

1. Reconcile the monies collected to the Report of Monies Collected form,
2. Document the sequentially numbered electronic official receipt number,
3. Sign and date the form. The signature of the bookkeeper indicates that the total for deposit is correct, the cash listed matches the cash remitted, and the checks listed match the checks remitted, and that all of the required information is on the form. They must date the Report of Monies Collected form with the date that he/she received and verified the funds. This date will be in addition to the date recorded by the teacher/sponsor.
4. Issue a duplicate (carbon) copy of the Report of Monies Collected form to the individual remitting the monies. All checks received by the school and deposit slips shall be endorsed with a deposit stamp "FOR DEPOSIT ONLY" with account title and number}
5. The principal shall be notified immediately upon the discovery of possible fraud so that necessary adjustments can be made in the handling of school activity accounts.

For remittances with no student activity receipts:

1. Verify the mathematical accuracy of the amounts written on the Report of Monies Collected form.
2. Total the monies and verify that they match the total on the Report of Monies Collected form.
3. Verify the pertinent information recorded on the Report of Monies Collected form *see above.
4. Sign and date the Report of Monies Collected form evidencing completion of the verification process.
5. Record the electronic official receipt number on the Report of Monies Collected form and provide the yellow copy to the teacher/sponsor who remitted it.

For remittances with student activity receipts:

1. Prepare an adding machine tape of the amounts recorded as received for the series of student activity receipt numbers covered with the remittance.

2. Verify that the total from the tape agrees with the amount written on the Report of Monies Collected form and that the student activity receipt numbers are written correctly.
3. Verify that the amount of money received agrees with both the total for the series of receipts and the total recorded on the form.
4. In the receipt book, clip together the series of student activity receipts recorded on the Report of Monies Collected form, on the backside of the last receipt in the series clipped, write the total amount received, date received, your initials, and the official receipt number issued.
5. Sign and date the Report of Monies Collected form evidencing completion of the verification process.
6. Record the electronic official receipt number on the Report of Monies Collected form and provide the yellow copy to the teacher/sponsor who remitted it.

DEPOSITS

Handling Deposits

1. All money collected, including funds that will be placed into District budget funds (i.e.: VPK, Food Service, etc.) must be deposited into the school's Internal Accounts checking account as frequently is feasible or as dictated by sound business practices.
2. In any event, funds collected must be deposited within five working days of receipt, whereas working days are defined as District working days, and receipts are defined as the original collection.
3. All money collected by the school must be substantiated by pre-numbered receipts, consecutively numbered class receipt records, Report of Monies Collected forms, pre-numbered tickets, reports of tickets issued, and sold, or other auditable records.
4. Insofar as is practicable, all money collected should be submitted to the bookkeeper daily. Collections made outside of the school must be turned in to the bookkeeper no later than the next business day.
5. All money collected must be deposited intact to the bank as frequently as feasible and as dictated by sound business practices. In any event, funds collected must be deposited within the five (5) working days.
6. All deposits must equal the total amount of money taken in and recorded on receipts for the period covered by the deposit. Deposit slips shall be made in the number of copies necessary to meet the approved accounting procedures. All checks received shall be deposited with a restrictive endorsement of "For Deposit Only" and specifying the account title and number.
7. The principal or designee shall be notified immediately of any errors in deposits or disbursements and shall take appropriate corrective action.

DEPOSIT GUIDELINES

Procedures for deposits prepared by the bookkeeper

1. Total the amount of receipts entered into the accounting system and bundled for the specific deposit. A cash receipts report should be generated and attached to the deposit. The total receipts must equal the total amount reflected on the bank deposit slip.

2. Total the actual amount of cash on hand.
3. Total the actual amount of coins on hand.
4. Add cash on hand to coins on hand and verify that the total amount matches the total cash recorded on the Report of Monies Collected forms.
5. Total the actual amount of checks on hand and verify that the amounts match those recorded on the Report of Monies Collected forms.
6. Total all amounts for deposit and verify that the amounts match the total receipts entered into the accounting system for the deposit.
7. The bank deposit slip shall include a separate listing of cash, coin, and checks in the deposit.
8. Deposit slips are to be prepared in duplicate (on a two-part form). One copy is for the bank to keep, the other will be validated (imprinted) by the bank at the time of the deposit and must be returned to the bookkeeper and maintained in the school's Internal Accounts records. It is a good practice to check the validation before leaving the bank to make sure the total shows the same amount as the deposit.
9. Deposits should be made within (5) working days of when monies were collected.
10. All money collected must be deposited intact to a depository (bank) as frequently as feasible and as dictated by sound business practices.
11. In the event the bookkeeper is not available, the deposit shall be prepared by his/her designated backup, the principal, or his/her designee.

School Night Deposits

If a school has a safe for after-hour activities, the safe must have a built-in slot for night depository. The following procedures should be followed for any monies received from school events held after regular school hours.

1. It shall be the responsibility of the teacher/sponsor for the after school event to secure a money bag from the bookkeeper before the event.
2. When the after school event is finished, the teacher/sponsor shall place the money, tickets (if applicable), etc. in the money bag and deposit it in the safe before leaving that night.
3. On the next school day, the bookkeeper shall remove the money bag from the safe and present it to the teacher/sponsor. The teacher/sponsor shall then prepare a Report of Monies Collected and a Report of Tickets sold, if applicable. The money, tickets (if applicable), etc. shall be returned to the bookkeeper for final processing.

Recordkeeping for Deposits

1. The deposit slip shall be attached to a sequential list of receipts and the series of Report of Monies Collected forms used to support the deposit.
2. The Report of Monies Collected forms should be organized in sequential numerical order.
3. The records should be maintained as a part of the school's Internal Accounts records.

CHAPTER 4 – CASH DISBURSEMENTS & EXPENDITURES

GENERAL PROVISIONS

All cash disbursements and expenditures from school Internal Accounts funds shall be made by check. This chapter will discuss the processes governing such as disbursements, compensation, and other expenditures.

PURCHASE ORDERS

Purchase Order Internal Accounts form BAD.-1-3022 must be used as prior written approval for Internal Accounts transactions. The purchase order must be generated before making a purchase or obligating the school to purchase items using Internal Accounts funds.

Internal Accounts Purchase Order Procedures

1. The teacher or staff member requesting a disbursement must complete an Internal Purchase Order form. The request must meet either the District or the school level requirements for issuance of a Purchase Order.
2. This form should identify the Internal Accounts's account number and name of the funding source requesting disbursement and the estimated maximum purchase amount.
3. The person requesting disbursement prepares the Internal Purchase Order form, which must be authorized by the principal before the purchase commitment.
4. The Internal Purchase Order form must include the date, vendor, amount requested, description of items to be purchased, the account to be used for processing payment, and the signature of the requestor.
5. The completed form must be reviewed by the bookkeeper to ensure that unencumbered funds are available to cover the purchase.
6. The principal's signature approval must be obtained before generating the Purchase Order.
7. If the bookkeeper determines that adequate funds are available, he/she must generate the Purchase Order in the accounting software.
8. The bookkeeper will then give a copy of the Internal Purchase Order form with the Purchase Order number back to the person requesting disbursement.
9. Once items are received, the signed invoice or receipt must be provided to the bookkeeper to issue a check to the vendor or for reimbursement.
10. The bookkeeper should review invoices and receipts before processing a check.
11. The total amount on the invoice (goods, services, and shipping) shall not exceed more than 10% of the authorized requested amount on the form.
12. The actual purchase date on the invoice shall not be before the date of approval on the form.
13. Documentation of goods or services received must be attached to the Internal Purchase Order form.
14. The principal or designee is responsible for reviewing all invoices before signing a check

CHECKS

Checks can only be issued by the bookkeeper after receiving all properly completed forms and supporting documentation to include the Purchase Order and all invoices or receipts. No checks shall be issued to an individual that is not a School Board employee without a W-9 form on file.

The bookkeeper should review the documentation to:

1. Ensure that items have been received and the invoice/receipt amount matches the purchase order amount.
2. Determine whether sales tax should be applied to the purchase. Sales tax only applies to items purchased for resale.
3. Ensure that the invoice from the vendor includes the date of purchase, unit price, details of the purchase, and total amount due.
4. Verify the mathematical accuracy of the invoice.

Generating Checks

After all, reviews have been completed and accuracy verified, the check should be generated and printed using the Internal Accounts accounting system.

1. The bookkeeper shall prepare an electronic check using the accounting system, which will automatically post to the Internal Accounts general ledger.
2. Two original signatures are required to be affixed to all checks drawn from Internal Accounts.
3. The authorized signers must review all supporting documentation before signing the checks.
4. Checks cannot be signed using a signature stamp or other facsimile.
5. Under no circumstances shall checks be pre-signed.
6. All disbursements shall be made by check.
7. The system will assign a check number to the electronic check.
8. All check numbers must be issued in sequential order.
9. Check stock shall be safeguarded in accordance with the policies.

RECORD-KEEPING

1. All supporting documentation for each disbursement including the Purchase Order and all invoices/receipts should be attached to the check stub.
2. The documentation should be maintained in sequential order by check number and stored with the school's Internal Accounts records.

REFUNDS

Parents and/or students should be notified in advance of the no refund policy. Generally, a refund should not be given unless the reason for the expenditure has become null and void; for instance, if an activity is canceled due to extenuating circumstances or a product was purchased but did not arrive. In any event, a refund will not be considered without the student activity receipt or other validated documentation. Permission slips, activity sales flyers, and/or online ads should include the no refund policy.

All requests for refunds shall be submitted to the bookkeeper on a Refund Request form with the student activity receipt or other validated documentation attached before a refund can be considered and before a check is generated.

All documentation regarding the refund(s) shall be retained by the bookkeeper after disbursements are completed including a copy of the parent notification and the signature log and an account of redeposited non-distributed cash if there was any.

Approved refunds may be issued from Internal Accounts using one of the following two methods:

1. A refund may be given individually for each student unless parents and/or students were notified in writing in advance that there would be no refunds. Any refund check issued should be made out to the parent and the student name(s) must be included in the memo section of the check. request form
2. In the event of multiple refunds, (10 or more), and if the individual amount to being refunded to each student is \$5.00 or less for elementary schools or \$10.00 or less for secondary schools, a check for the total amount to be refunded shall be issued to the teacher/sponsor. It is the responsibility of the teacher/sponsor to cash the check and disburse the funds to each student. As an acknowledgment of receipt of the cash refunds, the teacher/sponsor shall secure each student's signature along with the date and amount of refund on a Refund Log sheet. This procedure may be used at the elementary level with prior parent notification. All non-distributed cash will be redeposited to the account from which the check was written. Log for this.

REIMBURSEMENTS

Reimbursements may be given in certain circumstances if there are no other feasible options. They may not be given if current vendors can supply the items. Reimbursement cannot be used to circumvent the Purchase Order process.

1. If there is a school credit card for a vendor, (example: Publix, Sam's Club, Winn Dixie) the card should be used instead of reimbursement, and a Purchase Order form shall be submitted.
2. All requests for reimbursement must be in writing, and before any funds being spent, the paperwork completed and submitted with the principal's signature.
3. All approvals must reflect the date range for monies to be spent on the Purchase Order.
4. To generate a reimbursement, there must be an itemized receipt listing only the items that were purchased for school/business use, receipts shall not show any personal purchases.
5. An itemized receipt is the only documentation needed to generate a reimbursement, they don't need to present a copy of their personal credit card statement or bank statement.
6. The date on the receipt must be later than the approval date on the purchase order
7. Sales taxes cannot be reimbursed to individuals, even if they are doing school business.
8. Personal purchases should never be mixed with school/business purchases on the same receipt.
9. Receipts for reimbursement must be submitted for payment within one week of the purchase date (dates reflected on Purchase Order).
10. Make sure the reimbursement to the individual is NOT for purchases that were made with a school's credit card.

11. Reimbursements shall NOT be made for third party reimbursements nor items purchased on social media websites (Craigslist, Facebook Market), garage/estate sales, or from individuals.
12. Encourage teachers to use vendors instead of making cash purchases and remind them that they will not be reimbursed for sales tax or purchases made without prior written approval.

COMPENSATION TO EMPLOYEES

Red Book, Chapter Seven, *General Practices*, states "internal funds will not pay any form of compensation directly to school board employees. All compensation to employees must be paid through the payroll department". In accordance with this proposed general practice and recent Internal Revenue Service rulings, Clay County School Board adopts this practice as policy. In order not to violate this rule, the bookkeeper should contact Business Affairs before paying any person for a rendered service. If the person is not an employee, payment should be made in accordance with IRS regulations regarding 1099's.

Compensation to School Board employees who perform extra duty outside their normal working hours, such as ticket-taking, coaching, event security, over-time, or any other compensation must be processed through the District Payroll Department and **never** paid directly from Internal Accounts funds. The school will reimburse the District for the amounts to be paid including taxes and the associated fringe benefits. Employer's benefits calculations will change periodically. The District's Payroll Department should be consulted for current factors to be used in making calculations for extra-duty pay. This policy also applies to outside groups who request to compensate School Board employees to perform specific duties.

Generally speaking, when using Internal Accounts funds to pay School Board employees to perform established CCSB services for extra-curricular activities rendered after the employee's normal working hours, the following procedures must be followed:

A. When a School Board **instructional** employee is to be compensated using Internal Accounts funds to perform an established CCSB service for an extra-curricular activity the following procedure must be followed:

1. The school administration must contact the Assistant Superintendent of Human Resources in writing for approval before the service being rendered. A Request for Temporary Employee form shall be completed with the date of services and detailed amounts of compensation.
2. After approval is received, the payroll secretary or bookkeeper at the cost center should receive a copy of the Request for Temporary Employee form.
3. The teacher/sponsor follows appropriate disbursement procedures to have one (1) check processed to reimburse the District for salary, including taxes and the associated fringe benefits.
4. A copy of the approval, the Request for Temporary Employee form and an Internal Accounts check (with documentation showing the appropriate budget lines to be credited), shall be forwarded to Business Affairs.
5. When the Request for Temporary Employee form has been processed by Human Resources, the employee's name and job number will appear on the payroll certification. Once services have been rendered and payroll certification has been submitted, Payroll Department personnel will pay the employee on the regular payday in his/her regular check.

B. When a School Board **support** employee is to be compensated using Internal Accounts funds to perform

an established CCSB service the following procedures must be followed:

1. The teacher/sponsor requests the employee's services for the event and estimates hours to be worked.
2. The school administration approves the request, estimates the wage cost for estimated cost figures, and provides an estimated total cost to the teacher/sponsor.
3. Upon determination of actual hours worked, any recalculation of cost figures should be made.
4. The bookkeeper follows the appropriate disbursement procedures to generate one (1) check to reimburse the District for salary costs, including taxes and the associated fringe benefits.
5. The bookkeeper shall attach the check to the appropriate payroll form and forward it to the Business Affairs Division where the funds will be keyed to the appropriate budget lines and a copy of the payroll form will be sent to the Payroll Department for processing.
6. If the check is for overtime hours, the school's payroll secretary shall report the overtime hours for the employee on the regular payroll report. Attach the check to the payroll report and forward it to the Business Affairs Division.
7. Payroll Department personnel will pay the employee on the regular payday in his/her regular check.

EXPENDITURES NOT REQUIRING PRIOR DISTRICT LEVEL AUTHORIZATION

The **principal** is authorized to make the following types of expenditures without prior District approval. However, this authorization does not preclude bid/quote requirements as stated in policies prescribed by the District Purchasing Department.

1. Equipment costing \$999.99 or less, except that which is attached to a building or major equipment requiring the use of public utilities.
2. Supplies, forms
3. Repair, moving, and maintenance of equipment purchased by student groups.
4. Merchandise purchased for the purpose of resale in the school.
5. Dues of student organizations.
6. Entertainment.
7. Publications.
8. Instructional materials and supplies, if operating funds are not available.
9. Athletic supplies and services.
10. Laundry.
11. Towels, washcloths, and other linens.
12. Sanitary service.
13. General student body expenses not otherwise restricted.
14. Gifts or honorariums, excluding scholarships, to an individual from a class or club of \$50.00 or less.
15. Scholarships awarded from an Internal Accounts Trust Fund, \$5,000.00 or less.
16. Custodial supplies not to exceed \$1,500.00 per school year.

RESTRICTED EXPENDITURES

Expenditures for the following items or purposes shall not be made from Internal Accounts unless from a Trust Fund collected for such specified purpose. Chapter 8, Section 3.5, of The Red Book, provides a list of expenditures that cannot be made from Internal Accounts funds as follows:

1. Equipment, supplies, forms, and postage for curricular or classroom use. The exception is for revenues derived from career education production shops, which may be used for this purpose.
2. Curricular-related travel. The exception is for revenues derived from career education production shops, which may be used for this purpose.
3. Professional, technical or consultant services. The exception is for revenues derived from career education production shops, which may be used for these purposes.
4. Articles for the personal use of any student, employee, or another person, except those items that are identifiable as being in recognition of service or promotion of school activities and those items identified under Rule 6A-1.0143, Florida Administrative Code., *Promotion and Public Relations Funding*.
5. Books and magazines, subscriptions for personal use, and personal memberships in a professional organization.
6. Salaries or other compensation for duties or assignments that are the responsibility of the school district. Salary supplements or a bonus to a School Board employee. If a Trust Fund is used, then monies collected shall be transferred to the District Office and disbursed from the District Payroll Department to the School Board employee upon authorization of the Superintendent. Amounts shall be included in the employee's annual compensation statement issued by the District office.
7. Loans, credit, or accommodation purchases for anyone.
8. Repairs and maintenance of School Board equipment for which District funds are available. The exception is for revenues derived from career education production shops, which may be used for these purposes.
9. Dues or contributions to any association, group, or organization in which the records are not open for inspection to any citizen of the State of Florida
10. Curricular-related travel, professional, technical, or consultant services, or other items for which District funds are available. However, revenue derived from vocational education production shops may be used for these purposes.

PROHIBITED PRACTICES

General guidelines concerning expenditures are explicitly provided in School Board Policies. Prohibited practices include:

1. Expenditures made by a student, parent, or employee who has not first received written approval from the principal. The school is not responsible for any expenditure made under such circumstances.
2. Purchasing from School Board employees who would capitalize on his/her position to sell their merchandise or services through the schools.
3. Issuing a check without first securing an itemized invoice or receipt (except for deposits for field trips or travel advances).

4. Using a statement as the basis for payment.
5. All forms of gambling and games of chance.
6. Using a personal check copy as support when the check has not been canceled.
7. Purchases shall NOT be made as third party purchases nor for items purchased on social media websites (Craigslist, Facebook Market, etc.), garage/estate sales, or from individuals.

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CHAPTER 5 - FUNDRAISING, TICKET SALES & CHANGE FUNDS

FUNDRAISING

The Superintendent acts as the custodian of all school property pursuant to Section 1001.51(4), Florida Statutes, and may delegate responsibilities to the school principal. The principal shall control the fundraising activities conducted in the name of the school and ensure that the purposes are worthwhile.

School principals are to be made aware of, approve, and oversee all fundraising activities and actions conducted on a school campus and approve all fundraising activities in the name of the school. Any fundraising activity conducted on school property is a school-connected activity.

1. Form BAD-1-3025, "Fundraiser Application and Financial Recap" Part A and "Prior to Event" section shall be completed and submitted to the bookkeeper prior to any advertising or collection of funds. Reconciliation shall be completed within 30 days after final sale.
2. Each fundraising activity shall be planned to finance a specified objective.
3. Each fundraising activity shall have the approval of the organization sponsor and the principal.
4. Fundraising activities for which students are charged an admission shall not be presented during school hours.
5. **Students shall not be involved in door-to-door selling.**
6. Raffles and other activities of chance shall not be conducted by the school or on school property, including raffles conducted by charitable, nonprofit organizations leasing school property. Encouraging or permitting minors to participate in games of chance by playing or betting money or other valuable things is prohibited pursuant to Section 849.04, Florida Statutes only a charitable, nonprofit organization exempt from federal income taxation pursuant to the Internal Revenue Code may conduct raffles or drawings by chance in the name of the school if the organization complies with all applicable provisions of Chapter 496, *Solicitation of Funds*, and Chapter 849, Section 849.0935, Florida Statutes, and the raffle is not conducted on school property.
7. When any school organization or group is involved in a fundraising activity or any function exposing the district school board to extraordinary liability, approval must be obtained in advance from the superintendent or designee.
8. Collections for all school-sponsored fundraising activities must be deposited in the internal fund, and all transactions in connection with the activity must be conducted in accordance with district school board policy.

Sales Methods

If items such as candy, novelties, magazines, or other items, including pledges (i.e.: walk-a-thons, shoot-a-thons, etc.), are sold by students for fundraising purposes, then the following information shall be maintained by the appropriate class, club, or athletic sponsor.

Presale Method

1. Funds for all sales under the presale method shall be collected at the time of the sale when the order is taken. Under no circumstances are accounts receivable allowed. The class, club, or athletic sponsor shall at least document the following information:
 - a. Name of student selling items.
 - b. Amount of money turned in.
 - c. Names of individuals purchasing items.
 - d. Method of payment (cash or check number).
 - e. The items and number of units purchased.
 - f. Completed order forms, which may include some or all of the information listed above.
 - g. Delivery records indicating items were received by the individual purchaser.
 - h. Reconciliation records for monies collected per the class, club, or athletic sponsor and monies collected per school bookkeeper.

No Presale Method

1. Funds for all sales that are not under the presale method shall be collected at the time of the sale when the item purchased is provided to the individual making the purchase. The class, club, or athletic sponsor shall at least document the following:
 - a. Name of student receiving items to be sold.
 - b. The number of individual items given to a student for sale.
 - c. Date items were given to the student for sale.
 - d. Signature of the student signifying the student did receive the items as well as the date the student received such items.
 - e. Date student returned the money and/or unsold items to the sponsor.
 - f. The amount of money returned.
 - g. The number of unsold items returned.
 - h. Reconciliation records for differences (if any) between the number of items issued to students and the amount of money collected and/or amount of unsold items returned to the sponsor.

TICKET SALES

1. Sale of tickets is required for cash control at all school-sponsored events where an admission price is charged.
2. NO admission may be charged, nor are tickets required, for school-sponsored events occurring during the regular school day.
3. All tickets must be pre-printed, pre-numbered, and color-coded. Different colors are to be used when more than one admission price is charged for a single event. Do not use priced tickets for complimentary admission.
4. The order and control of tickets shall be performed by a school employee not associated with the selling of the tickets. A Ticket Control Sheet should be used to provide for ticket accountability and detection of missing tickets

5. Information on the number of tickets on hand and used, and the related event descriptions. A separate Ticket Control Sheet should be used for each roll of tickets on hand. The resale of previously used tickets is prohibited.
6. The Ticket Control Sheet is an ongoing inventory system, where ticket numbers are recorded as they are issued to be sold at an event and reflects the current tickets remaining in inventory. The Ticket Control Sheet should be updated after each ticketed event.
7. The Ticket Control Sheet contains the following information:
 - a. The number of tickets on hand at the beginning of the year, noting the ticket numbers and color of the tickets.
 - b. The number of tickets purchased during the school year, noting the ticket numbers and color of the tickets as well as the date purchased.
 - c. The number of tickets sold by event or activity, noting the ticket numbers, the color of the tickets, event, and date sold. This information would be secured from the completed Report of Tickets Sold/Admissions Collected form.
 - d. Comments on any tickets that have not been accounted for, including notations about the ticket numbers.
8. Proper documentation of the Ticket Control Sheets shall list a full inventory of tickets on hand at the end of the school year, including ticket numbers and color of the tickets.
9. Periodically during the school year and at the end of the school year, school officials shall reconcile the actual tickets on hand with the tickets on hand as per the written inventory records.
10. Two school officials, the principal or his/her designee and the bookkeeper, shall perform this reconciliation.
11. The bookkeeper shall be the individual in charge of the tickets while the principal or his/her designee is not normally associated with the tickets.
12. The principal shall sign off on the ticket inventory after reconciliation.
13. All tickets shall remain in a locked location in compliance with School Board safeguarding policies. Tickets must be returned to the bookkeeper and locked up daily.
14. For convenience, school officials can designate certain ticket rolls to be used for a specific function or activity until fully used. Different colored pre-numbered ticket rolls must be used for ticketed events with multiple ticket prices (i.e.: student tickets and adult tickets) or if multiple ticketed events are going on simultaneously (i.e.: baseball game and softball game).
15. Schools must use pre-numbered tickets obtained from an outside vendor. All tickets must meet the requirements of School Board policies and be approved by the principal before the acquisition. All tickets must be pre-numbered, per Red Book, section 1.4(f). The control over these tickets must follow School Board policies. The bookkeeper must order the pre-numbered custom tickets, setting the beginning and ending ticket numbers, and the bookkeeper must confirm those ticket numbers upon receipt of custom ticket stock.
16. Before each ticketed event, the individual in charge of the ticketed event shall obtain the pre-numbered tickets from the bookkeeper. The bookkeeper must complete the top of the District approved Report of Tickets Sold form indicating the beginning and ending ticket numbers obtained for sale.
17. The collection of monies shall be by an individual authorized by the principal. Monies collected are the responsibility of the principal and the individual in charge of the ticketed event. To provide for proper segregation of duties, **the bookkeeper shall not collect monies** under any

circumstances, including ticket sales.

18. After each ticketed event, the individual in charge of the ticketed event must complete the Report of Tickets Sold for the beginning and ending ticket numbers sold and unsold, the total number of tickets sold, the total cash received, and sign off on the form. The individual in charge of the ticketed event shall review the Report of Tickets Sold and sign off on the form. The individual in charge of the ticketed event must also prepare and sign off as the collector of monies on a Report of Monies Collected form. The monies collected, Report of Tickets Sold, Report of Monies Collected form, and unsold tickets must be either turned in to the bookkeeper if monies are collected during school hours or dropped in the school safe if the event occurs after hours.
19. The bookkeeper shall verify the accuracy of the ticket sales documentation by performing the following steps:
 - a. Verify the first ticket number on the roll of tickets returned is one more than the last number listed as sold on the form.
 - b. Calculate the number sold (ex. Ticket numbers 10-20 sold = 11 tickets sold, not 10).
 - c. Verify the accuracy of all the included data.
 - d. Reconcile the cash collected to the Report of Tickets Sold.
 - e. Add the cash receipt number and date received.
 - f. Sign the Report of Tickets Sold and Report of Monies Collected.
 - g. Update the Ticket Control Sheet for sold tickets.
 - h. Follow School Board policies for generating official receipts and depositing funds.
20. This reconciliation may also include procedures for the change fund as applicable

Season Tickets

1. Pre-numbered or seat-numbered season tickets may be sold for athletic events, drama shows/performances, and/or other events.
2. The event's sponsor, such as the school's athletic director, drama sponsor, etc., shall prepare a Report of Monies Collected including the name of the season ticket holder, sport and/or event, year involved, and ticket number and/or seat number on the description line.
3. An individual receipt or acknowledgment letter can be prepared by the school's athletic director for each individual purchasing a season ticket.
4. Complimentary season tickets may be issued if the individuals who will receive the tickets are approved in writing by the principal before the issuance of the tickets.
 - a. A list of complimentary season ticket holders shall be kept by the principal noting the ticket number and/or the seat number that was given to each individual.
 - b. Discretion and sound judgment by the principal shall be used if complimentary tickets are used.
 - c. Complimentary season ticket holders shall sign for the complimentary tickets when they are received. Inventory and money collection procedures that are used for regular tickets shall be followed for season tickets.

CHANGE FUNDS

Two change funds, Athletics and Other Events change funds, may be maintained as considered necessary by each school as long as the following set-up, control, and monitoring conditions are met:

1. The change funds shall be withdrawn from the Internal Accounts only with prior written authorization by the principal or designee as needed.
2. An Athletics change fund should not exceed a cumulative \$5,000 for the fiscal year and the Other Events change fund should not exceed \$500.
3. Amounts over the approved limits of \$5,000 for the Athletics change fund and \$500 for the Other Events change fund require written approval from the District Chief Financial Officer.
4. The change funds are the responsibility of the principal.
5. All change funds shall remain in the school safe except when in use at events.
6. Each time the change fund is removed from and returned to the safe for use at an event, the event shall be documented in writing on the Change Fund Log.
7. The Change Fund Log documentation must include:
 - a. Description and date of the event.
 - b. Amount checked out
 - c. Amount returned
 - d. User signature of the individual in charge of the ticketed event
 - e. Bookkeeper signature (upon return of change fund)
8. The bookkeeper's signature serves as evidence that the bookkeeper has counted and verified that the amount of funds returned.
9. For ticketed events, the change fund verification process shall be performed simultaneously with the ticket sale reconciliation procedures.
10. The amounts removed from the safe for use at an athletic event must be returned to the safe in full with all ticket sales proceeds.
11. No disbursements shall be made from the change fund.
12. The change fund shall never be used for the payment of vendors under any circumstances.
13. The change fund must be re-deposited to the Internal Accounts bank account in full before the end of the fiscal year.

CHAPTER 6 – ATHLETICS

GENERAL PROVISIONS

All funds generated from athletic business transacted at the school level shall be deposited in the school's Internal Accounts funds. These funds may include gate receipts, proceeds from athletic fundraisers, student athletic fees, etc.

GATE RECEIPTS & TICKET SALES

1. A properly completed Ticket Seller Report should be prepared for all tickets sold – including gate receipts at athletic events. This report should be completed by the person who sold the tickets. The properly completed Ticket Seller report should accompany the properly completed Report of Monies Collected form and gate receipts when funds from athletic events are being remitted for deposit into the school's Internal Accounts.
2. A change fund may be issued to facilitate gate receipts and ticket sales in accordance with the guidelines of this manual.
3. Ticket sales should be handled in accordance with the requirements outlined in this manual.

LOG OF COMPLIMENTARY ATHLETIC PURCHASES

1. The Log of Complimentary Athletic Purchases should be maintained for any gratis or complimentary items purchased using athletic funds. The log should include the type of item purchased, the check number used for payment, and the signature of the individual receiving the item and date received.
2. The Log of Complimentary Athletic Purchases should be developed at each school site to reflect the above information at a minimum.

ATHLETIC FEES

All revenue, fees, ticket sales, donations, and/or sponsorships received as a result of activity programs shall be credited to the school's Internal Accounts fund. Any exceptions to this shall be approved by the Clay County School Board.

CHAPTER 7 – TRAVEL

GENERAL PROVISIONS

The District Finance Office manages District travel rates and reimbursements. The following practices are required for travel payments from Internal Accounts:

1. Part 1 of the form ACP-1-3202 "Authorization to Incur Travel" must be completed and submitted for approval at least two weeks prior to any commitments for travel reservations or registrations.
2. An Internal Accounts Purchase Order shall be submitted to encumber available funds in the proper Internal Account prior to any arrangements or commitments.
3. Cash advances from available funds will be allowed only for Clay County employees and students on student trips.
4. Cash advances for travel from available funds shall not exceed the estimated per diem or lodging and meals, mileage, common carrier, and registration expenses.
5. Any prepayments are not to be included in the advance cash payment.
6. The basis of the advance will be computed on the Purchase Order which is signed by the traveler and the principal.
7. Within three days of return to school from the trip, all receipts, excess advance funds, and a completed Part 2 of the original Authorization to Incur Travel form must be remitted to the bookkeeper for payment.
8. Current Per Diem rates: (check with Finance Office for current rates)
 - a. Breakfast- travel begins before 6 a.m. and extends beyond 8 a.m.
 - b. Lunch- travel begins before noon and extends beyond 2 p.m.
 - c. Dinner- travel begins before 6 p.m. and extends beyond 8 p.m., or when travel occurs during nighttime hours due to special assignments.

OUT OF COUNTY/STATE TRAVEL

1. When out-of-county travel by students is necessary for the pursuance of approved student activity, advance travel arrangements shall be made when possible. Advance arrangements shall include transportation, meals, registration or entrance fees, and lodging.
2. Internal Accounts checks may be prepared in advance for the exact amount and made payable to the corporation or proprietor providing the service. The faculty sponsor, accompanying the students, shall be the temporary custodian of the checks and is responsible for obtaining an invoice for the exact amount of the check from the corporation or proprietor upon presentation of the check as substantiating documentation for audit purposes of the bookkeeper.
3. When advance arrangements for meals or lodging are impractical because service to be rendered is en route, or the student group is of such number as to make prior knowledge of the exact number impossible, advancements may be made to the faculty sponsor for distribution to the student. Each student shall sign a signature sheet certifying that he/she received the meal or lodging allowance.
4. Disbursement support must include the names of all persons covered by payment to the motel, restaurant, amusement park, or other organization.
5. The cost of meals and/or lodging in registration fees shall be deducted from the per diem or meal allowance.
6. When payment cannot be made based on per diem, actual costs may be paid to the employee for substantiating receipts which represent clear verification from the person or company paid. An example of this requirement

follows:

- a. Lodging (Not a Confirmation Notice)
 - b. All charges and payment
 - c. Dates of stay
 - d. Name of motel
7. Travel payment for the use of private or employee vehicles may be made based on the District per mileage rate or based on substantiating gas receipts. When gas receipts are the basis for payment, the receipts must have the date of purchase, name, and location of the station and the amounts paid.

DRAFT

CHAPTER 8 – PTOS/ PTAS/ BOOSTER GROUPS

GENERAL PROVISIONS

The Red Book, Chapter Seven, requires that all organizations connected with or operating in the name of the school, which obtain money from the public be accountable to the School Board for receipt and expenditure of those funds. Booster groups and parent groups that are operating within Clay County Public Schools are operating in the name of the school. Therefore, the Board intends to account for the receipts and expenditures of the organizations by requiring that all such organizations be included within the Internal Accounts fund structure.

The public views the organization operating in the name of the school as a part of the school, not as a separate entity. Vendors make delivery of merchandise ordered by these organizations directly to the school and invoice the school directly. When school personnel accepts delivery of merchandise, it places a liability on the school; the Board's policy is based on this conceptual relationship between the organization and the school.

It is not the intent of the Board that the organizations lose control of their monies by including them within the Internal Accounts funds of the school facilitated by the school bookkeeper. The intent is that the school and the organizations work cooperatively together to make certain that the monies are collected and expended within the legal guidelines that are outlined in this manual. The funds will be held in trust for the organizations; no expenditure will be made from those accounts without the authorizing signature of the organizations' officer responsible for finances.

To better ensure that funds are expended in accordance with the wishes of the organizations, the organizations should inform the school's administration of one or two persons who will be responsible for submitting purchase requests and depositing funds; these individuals will not be members of the school administrator responsible for financial transactions. These individuals should perform the duties as outlined in this manual for the teacher/sponsor. Copies of all supporting documentation should be retained by the organization to more easily reconcile their books.

By including the organizations' funds within the school's internal funds, the following is available:

1. Use of the school's sales tax exemption number for appropriate purchases.
2. Free use of the school's facilities for meetings and events.
3. Use of the Clay County Print Center for purchase of printing services.
4. Ability to purchase items from State contracts and Clay County bids.
5. Annual audit.

CHAPTER 9 - AUDITS

AUDITS

State regulations require the Internal Accounts funds activity to be audited annually. The Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book) states:

1. The District School Board shall provide for an annual audit of Internal Accounts Funds.
2. In accordance with the Florida State Board of Education Rule 6A-1.087(2), the signed written report of the audit shall include notations of any failure to comply with requirements of Florida Statutes, State Board of Education regulations, and policies of the School Board. The report, which must also provide commentary as to financial management and irregularities, shall be presented to the School Board while in session and filed as a part of the public record.
3. When there is a change in principals or bookkeepers, an interim review performed by independent auditors shall be conducted.

PURPOSE

The purpose of an audit is to accomplish the following objectives:

1. Review of Internal Accounts funds financial statements prepared by schools to provide reasonable assurance that financial statements are materially free of errors or other irregularities.
2. Review transactions to ascertain compliance with all applicable statutes, federal and state regulations, State Board Rules, and District School Board Policies.
3. Report weaknesses in accounting, management, and internal controls, and recommend corrective actions.
4. Examine the effectiveness of management controls.
5. Study and evaluate internal control structure and environment to assure that assets are protected and safeguarded.
6. Upon request of management, a performance audit may be performed to review the effective and efficient use of resources.

MONTHLY BANK RECONCILIATION

1. Bank statements shall be reconciled as soon as reports are available online, print the statement, and submit to the principal to review. The principal must date and sign the bank statement and give it to the bookkeeper to complete the reconciliation process.
2. The **bookkeeper** shall complete the monthly reconciliation process utilizing the accounting system.
3. The bank statement balance is to be reconciled to the Principal's Monthly Report.
4. The reconciliation should be completed by the 15th day of the month following the closing date on the bank statement.
5. The reconciliation process requires entering pertinent information from monthly bank statements, clearing checks, and generating all of the necessary journal entries (interest, corrections, transfers, adjustments, etc.).
6. Before finalizing the monthly reconciliation, the **bookkeeper** should research and clear any variances noted on the Bank Reconciliation Report.
7. Variances **cannot** be cleared by the entry of manual adjustment figures on the Principal's Monthly Report.
8. In addition to the steps noted above, the **bookkeeper** should take steps to research accounts with negative balances, NSF checks, and stale-dated checks.

FINANCIAL REPORTS

Financial Reports are designed to provide the information necessary for administration and management to remain in compliance with federal and state regulations, and District School Board policies. These reports shall reflect the financial condition of the Internal Accounts and proof of reconciliation of the bank accounts.

1. The monthly financial reporting package (Principal's Monthly Report) shall be submitted by the bookkeeper (or by the principal, assistant principal, or back-up in the bookkeeper's absence), to the designated District Business Affairs Division employee.
2. The monthly financial reporting package shall be due by the 15th of the following month and shall be delinquent after the 19th of such month, except for additional time for year-end reporting. All delinquencies in filing the financial monthly reporting package shall be recorded in the principal's files.
3. The following financial reports, signed by the principal, shall also be maintained in files for audit.
4. The monthly financial reporting package (Principal's Monthly Report) shall include the following:
 - a. Bank Statement
 - b. Bank Reconciliation
 - c. List of Outstanding Checks
 - d. NSF Detail Log
 - e. General Ledger Report
 - f. Account Payable List
 - g. List of Deficit Balance with reason
 - h. Accounts Receivable
 - i. Sequential List of Activity Account Transfers
 - j. Sequential List of Checks
 - k. Sequential List of Receipts

ADMINISTRATIVE REVIEW PROCESS

1. Upon completion of the reconciliation by the bookkeeper, the bank statement(s), bank reconciliation(s), Principal's Monthly Report, and all journal entries shall be provided to the principal for review.
2. The Principal's Monthly Report should detail account balances including total monthly and year to date receipts and disbursements by activity account. This level of detail will aid the principal in obtaining an understanding of the current financial position of each activity account.
3. The principal should complete a comprehensive review of the Principal's Monthly Report and compare account balances to the values on the monthly Bank Reconciliation Report.
4. Further, the principal should review the monthly bank reconciliation report to identify any variance between the bank balance and the balance recorded in the accounting software. Any exceptions or variances should be investigated by the principal. Appropriate action should be taken by the principal to document exceptions or variances (journal entries, incident reports, etc.)
5. The bank statement(s), bank reconciliation(s), Principal's Monthly Report, and all journal entries shall be signed and dated by the principal. The original signed copies of these documents shall be maintained as a part of the school's Internal Accounts records.

RECORD-KEEPING

The following documentation must be maintained to support the monthly reconciliation process:

1. Bank Statements (signed by the Principal or designee)
2. Bank Reconciliation Report (signed by the Principal or designee)
3. Principal's Monthly Report (signed by the Principal or designee)
4. Journal Entry Report (signed by the Principal or designee)
5. Properly completed Purchase Order forms with all invoices, receipts, and other necessary supporting documentation attached. The checks and support shall be organized in sequential order by check numbers.
6. Properly completed Report of Monies Collected forms (official receipts) with all necessary supporting documentation. All official receipts shall be kept in sequential order and attached to the corresponding deposit slip. The deposit slips should be organized by the date of deposit.

YEAR-END CLOSEOUT

In addition to the reconciliation activities completed monthly, the bookkeeper should work in collaboration with the school principal to ensure that adequate support and documentation is maintained.

The school's Internal Accounts records should be organized and stored in a secure location. Reconciled bank statements and monthly financial reports should be readily available for review. In addition to the documents noted above, the list below, although not comprehensive, guides the types of additional documentation that must be maintained:

1. **Cash Receipts - (Official Receipts)** All Reports of Monies Collected forms (ROMCs) and supporting documentation for the fiscal year.
2. **Cash Disbursements** - All Purchase Orders and supporting documentation for the fiscal year.
3. **Monthly Financial Statements** - Bank Statements, Bank Reconciliation Reports, Principal's Monthly Reports, and Journal Entry Reports.
4. **Student Activity Receipt Book Log (Teacher Receipt Book Log)** - serves as an inventory of the student activity receipt books issued during the fiscal year. It includes the date issued, receipt number range included in the receipt book, the teacher's signature receiving the book, and signature of the bookkeeper evidencing return of the completed book.
5. **Gift Card Log** - documents all gift cards purchased during the school year. The log should include the account number and check number used for the purchase of gift cards, the reason for the purchase, as well as the signature and date of the individual receiving the gift card. Additionally, purchases of gift cards should not exceed District guidance as follows: Gifts or honorariums cannot exceed \$50 per person, per year.
6. **Log of Complimentary Athletic Purchases** - should be maintained for any gratis or complimentary items purchased using athletic funds. The log should include the type of item purchased, account number and check number used for payment, and the signature and date of the individual receiving the item. This applies mainly to Junior and High Schools.
7. **Fee Letters** - Student fee letters must be provided to the parents whenever fees are requested. The fee letters should include an itemization of expenses and detail the purpose for the collection of funds.
8. **Sponsorship** - Sponsorship flyers, letters, or publications must be provided to the bookkeeper.
9. **Yearbook Report** - is used to track all yearbook inventory for the school year.

10. **Yearbook Ads Sold Report** - lists the date sold, advertiser's name, ad size and amount, and a record of payment. This report is used to track all ad sales for the school year.
11. **Donation Forms** - should be obtained from all sponsor/staff/coach and include details regarding how the donor would like the funds disbursed. If a donation is not specified, the funds must be posted to the general student account and used for the general welfare of the entire student body.
12. **Inventory Reports** - must be maintained whenever items are purchased for resale to include concession sales, school store inventories, T-shirt inventories, etc. The Inventory Report should include the type and quantity of items purchased, actual costs, sales price, and profit information. The report should also indicate the status of any unsold inventory (spoiled, salvaged, donated, retained for future sale, etc.).
13. **Ticket Seller Report** - indicating ticket prices and the number of tickets sold should be completed by an event sponsor whenever tickets are sold for an event. This record should contain a perpetual inventory of tickets on hand by color code (price), ticket number, admission prices, and actual cash on hand. Ticket Seller Reports should be attached as supporting documentation to the ROMC when funds are being submitted for deposit.
14. **Ticket Log and Ticket Inventory Log** - substantiating documentation for all tickets purchased and sold
15. **Fundraiser Reconciliation Report** - shall be completed to identify the types, frequencies, and profitability of fundraising efforts.

RECORD RETENTION

Records that are maintained as part of the school's Internal Accounts funds and public records under Florida Statutes must remain on file as required by the Florida Department of State Services for Records Managers, Schedule No. GS7 & GS1 - Public Schools Pre-K-12, Adult & Vocational/Technical as fully described at <http://dlis.dos.state.fl.us/recordsmgmt/scheduling.cfm>. Records shall not be destroyed or otherwise disposed of without specific written authorization from the principal. Each school is responsible for reviewing current state law regarding the retention of records, sending records to the Records Department for ultimate destruction in accordance with current law, and documenting how the procedures performed for the destruction of such records are in compliance with current law. To ensure that the destruction of records will occur properly and for general information, internal fund records should be held at your school for five fiscal years if feasible. At this time a Records Transfer Request form (MIS12624) should be filled out so that your records can be processed. Send the Records Transfer Request to Information Services (Records). It will be approved by the director then sent to the Records office where they will arrange a pick-up with the courier. Records (even past hold period) cannot be destroyed by anyone other than the Records office.

CHAPTER 10 – MISCELLANEOUS & GENERAL PROCESSING

JOURNAL ENTRIES

1. Journal entries are necessary to post corrections or make adjustments to transactions in the accounting system. All journal entries should include a date, amount, and description indicating the reason for the entry.
2. The bookkeeper shall obtain the principal's signature on all journal entry reports to evidence his/her review and understanding of all adjustments posted during the month.
3. Do not post on any month that has been closed and reconciled, use the current month only.
4. Typical reasons for posting journal entries include, but are not limited to, posting interest earned, correcting posting errors with cash receipts and cash disbursements, recording bank fees, and posting the online sales from credit cards and collection of NSF checks.
5. The signed Journal Entry Report shall be maintained as a part of the school's Internal Accounts records.

ACTIVITY TRANSFERS

1. A transfer between activity accounts may be made under certain circumstances, such as but not limited to transferring funds to proper accounts for disbursement.
2. A transfer is a recording procedure to move funds between two accounts. No actual check is written.
3. Transfers are not considered a receipt of the receiving fund nor are they considered a disbursement of the disbursing fund.
4. A transfer is initiated by the use of a Transfer Request form. Both the sponsor for the disbursing account and the sponsor for the receiving account must sign authorizing the transfer.
5. The properly authorized transfer request should be forwarded to the bookkeeper to verify account balances and get the correct information for approval.
6. Upon the approval of the Transfer Request form by the Principal, the bookkeeper will enter the transfer number on the transfer request. Transfer numbers should be numbered sequentially using the accounting system within a fiscal year.
7. Signed Transfer Request forms and reports shall be maintained as a part of the school's Internal Accounts records.

INSUFFICIENT FUNDS (NSF) CHECKS

Please note that if a check is returned and only after the many attempts to recover the funds, the principal may require all future payments paid through the online system, money order, or cash.

Please take every measure to meet the requirements of the check-writing policy.

1. Any check written to a school must contain the maker's name, current address, phone number, and student name.
2. Checks will not be accepted less than 15 business days before a field trip
3. If checks are accepted for items for resale (t-shirt, yearbooks, fundraiser) the items shall not be delivered for 15 business days after receipt of check by the school.
4. If a check is returned or rejected for any reason, all future payments should be cash, money order, cashier's check or online payment.
5. The use of checks as payment for things such as field trips, books, fundraisers, etc. is your acknowledgment and acceptance of this policy and its terms and conditions.
6. Post-dated checks are not accepted as it is considered an illegal action.

7. Change cannot be given if the check is higher than the amount of the sale.
8. If a check is returned by the bank because of a banking violation such as insufficient funds, account closed, etc., the bookkeeper should verify that the check acceptance policy was followed.
9. Bank charges related to NSF checks shall be recorded in the General Fund.
10. At each month-end, a supporting schedule of outstanding NSF checks shall be prepared, listing the check number, date, name, and amount for each NSF check pending reimbursement from the collection agency. This schedule should be attached to the monthly bank reconciliation. The Accounts Receivable ending total on the Cash Balance Report should agree to the balance of returned checks pending reimbursement from the collection agency at the end of the month.

STALE DATED CHECKS

Any outstanding uncashed check dated more than one year before fiscal year-end is considered unclaimed property. According to the Florida Department of Financial Services, unclaimed property is intangible property held by a business or governmental entity (holder) that has been left unclaimed or abandoned by its owner. Chapter 717, Florida Statutes, relates to unclaimed property and requires holders to use due diligence to locate the owners of inactive accounts.

Bookkeepers shall perform due diligence by first attempting contact via telephone and such communication shall be duly documented. When contact by phone is unsuccessful, the bookkeeper shall prepare an Unclaimed Property Form Letter on school letterhead, ensuring that it is postmarked within the State of Florida prescribed deadlines.

Phone call attempts should first be made and noted;

1. Does the payee have the check?
2. Will the payee be able to cash the check soon, when?

If the Payee does not have the check:

1. Send the payee an unclaimed property letter to sign.

Checks cannot be voided before receiving the Unclaimed Property Letter, signed and dated by the Payee.

Once the signed Unclaimed Property Letter is received by the bookkeeper, the bookkeeper can then proceed to void the check and reissue if requested too.

If the holder of the property is unable to locate or re-establish contact with the owner and return the asset, the property is presumed abandoned and is required to be reported and remitted to the Florida Department of Financial Services, Division of Unclaimed Property at the end of a dormancy period.

The Division of Unclaimed Property requires the District to file an annual report and remit unclaimed property annually. Schools with unclaimed property must be included in the District's report. Schools shall submit unclaimed property information, along with supporting documentation of due diligence, to the District Finance Office no later than April 1st annually. Upon review and proper authorization, schools will be notified by the Internal Accounts Coordinator of the necessary steps to remove the unclaimed item(s) from the Internal Accounts bank reconciliation.

Do not reissue checks that have been reported as unclaimed property. The payee must contact the Florida Department of Financial Services, Division of Unclaimed Property after April 30th to claim the return of the property. Refer the payee to the following website: www.fltreasurehunt.org.

STOP PAYMENTS ON CHECKS

If it is necessary to issue a stop payment on a check issued out of Internal Accounts funds, the stop payment should be completed and issued promptly using standard banking practices for the bank holding the school's accounts. Any required forms for this process should be obtained from your bank, this may incur a fee to the school.

VOIDING CHECKS

It may become necessary to void a check after imprinting. Voided checks should have the word "VOID" prominently displayed on the face of the check and be maintained on file as part of the school's Internal Accounts records. Destroying the voided check is prohibited. Checks may be voided for several reasons.

Three of the most common reason are:

1. The check was lost or stolen
2. The check was issued for the wrong reason
3. The check was misprinted or should otherwise be voided before issuance

In the event a check must be voided please follow these practices:

1. Whenever possible retain the full check page
2. Write the word "VOID" prominently across the face of the check portion
3. Write the reason for the void on the check
4. Remove and destroy the signature lines portion of the check
5. Destroying the voided check is strictly prohibited
6. Maintain the voided check with the school's Internal Accounts records in sequential order by check number
Accurately void electronically in the accounting system

Checks that are known to be lost may be replaced by issuing a new check, following check void and reissue procedures provided by the District Internal Accounts Coordinator. **Do not** reissue checks that have been reported as unclaimed property (see unclaimed property section above).

W-9s AND 1099s

Periodically, schools engage the services of independent contractors. An independent contractor is a person, business, or corporation that provides goods or services under a verbal agreement or a written contract. Unlike employees, independent contractors do not work regularly for an employer but work as required, providing services such as but not limited to; repairs, custom printing, performances/programs, officials, chartered buses, piano tuning, medical services/physical therapy, etc.

Internal Revenue Service requires a Form 1099 - *Miscellaneous Income* be prepared for independent contractors paid more than \$600 per calendar year (January 1 - December 31). Before paying for a service rendered (regardless if it is for less than \$600) it must be ascertained whether or not a W-9 is on file in your school. If a W-9 is not on file, one must be filled out. Please make sure that either a Tax ID Number or Social Security Number and a current address is included on the form. The document must be signed with a legible signature. Even if you've had a W9 form filled out by a vendor in previous years, request that a new form be completed. As soon as you receive a new or updated W-9 form, and **before issuing the check**, scan a copy of the W-9 to the Internal Accounts Coordinator.

Since Internal Accounts funds are residents of individual schools, it then is the responsibility of each school to track information relating to this requirement. It is each school's responsibility to provide a complete listing of 1099 payments that they made each year to the District in January. To ensure proper procurement and reporting of information, coordinate with the Business Affairs Division when necessary to ensure inclusion with the District's 1099 report. Vendors meeting requirements for receipt of 1099s should be properly noted in the accounting system.

PHOTOGRAPH/PICTURE SALES

1. The principal shall be responsible for obtaining a student picture contract.
2. Commissions earned from photography/picture sales shall be deposited in the General Fund in the Internal Accounts of the school.
3. Collections directly by the contracted vendor are also allowable.

FIELD TRIPS

All school class/club/activity field trips must be approved by the principal before any commitments or expenditures. Funds collected for field trips are expected only to cover the full cost of the trip.

An evaluation should be done by the bookkeeper for the Internal Accounts of each class, club, and department at mid-school year. If an account has collected excess funds due to over-estimated field trip expenses, appropriate adjustments must be made to reduce the parents' cost of future field trips within that year.

Clay County District School Field Trip forms and School Bus Requisitions are allowable substantiations for authorization for expenditures related to field trips, provided that the field trip was authorized before purchase commitments. A copy of the approved Field Trip form shall be attached to all Purchase Order forms related to field trip expenditures.

COLLECTIONS FOR THE SCHOOL BOARD

Voluntary Pre-K and Child Care

Monies collected for a fee-based VPK or Child Care program must be recorded in the Internal Accounts Trust funds of the school. Monies collected shall be deposited into the appropriate Internal Account. A check for the amount collected shall be generated every month and forwarded to the District Finance Office to be credited to the proper cost center, function, and object.

Textbooks

These collections include payments received for lost or damaged District **textbooks**. Funds shall be collected during the current school year and deposited into the proper Internal Accounts Trust fund (as defined in this manual). A check for the amount collected shall be generated at the close of the current fiscal year and forwarded to the District Finance Office to be credited to the proper cost center, function, and object.

TIPPING

Internal Accounts funds may be used to provide tips for services when tips would be expected as a part of the customary payment. Tips may be provided to bus drivers, food delivery drivers, and wait staff or servers at

restaurants. Tips should be reasonable and should not exceed the standard rates. Funds for tips may be collected as a part of the fees collected from students when fees are assessed.

Documentation, such as signed invoices or statements, should be obtained to evidence payment.

SALES TAX

In general, materials and supplies purchased by the school for use in carrying out their educational duties are tax-exempt. Purchases for parent groups are also tax-exempt for items used in their customary activities or items donated to the school. Gifts, school store purchases, and other items for resale are subject to sales tax. There are instances where the school is acting as a vendor and must collect for and remit taxes to the Department of Revenue.

Florida law grants certain exemptions from Florida sales and uses tax to State tax-supported schools, colleges, and universities; Parent-teacher groups (PTOs, PTAs, etc.) associated with a K-12 school whose purpose is to raise funds for the school; School support organizations (Boosters) whose sole purpose is to raise funds to support extracurricular activities at K-12 schools. More information can be found at the site below.
https://floridarevenue.com/taxes/businesses/Pages/sales_schools.aspx

Taxable Purchases

All items purchased for resale are subject to Florida Sales Tax unless specifically exempted. Items that are resold, regardless of profit, are subject to sales tax. On purchases for resale made from out-of-state suppliers that do not add Florida sales tax to the purchase price, schools shall file Form DR-15MO, Florida Department of Revenue Out-of-State Purchase Return. This form shall be used to transmit the sales tax calculated on the purchase price of the resale item. Due dates for filing are outlined in the form's instructions. Refer to instructions for Form DR-15MO online at <https://floridarevenue.com/Pages/results.aspx?q=Form%20DR-15MO> for further guidance and links to the current forms.

Tax-Exempt Purchases

Items that are purchased for school use and not for resale are exempt from Florida Sales Tax. The school shall use the sales exemption number issued to the District for purchases that are specifically exempted from sales and use tax. (tax-exempt form located in the Bookkeeper Drive)

1. Yearbooks
2. School books containing printed instructional materials for use with regularly prescribed courses of study.
3. Items of clothing bought and paid for by a school with ownership and title remaining with the school (ex. band uniforms, athletic uniforms, and equipment, etc.)
4. Labor, parts, and materials used and incorporated into and becoming a part of tangible personal property, in rebuilding, repairing, or reconditioning the same for resale, are exempt.

Sales tax will not be reimbursed on purchases made and paid for personally by teachers or sponsors.

Taxable Sales

Schools offering grades K-12, and Parent/Faculty organizations for those schools, may elect to pay Florida sales tax directly to their suppliers when purchasing certain taxable items and then sell those items without collecting sales tax. For more information go to https://floridarevenue.com/taxes/businesses/Pages/sales_schools.aspx

Each school shall register with the Florida Department of Revenue to collect, report and pay sales tax on items sold using the Department's online registration system or by submitting a paper *Florida Business Tax Application* (Form DR-1). Refer to the instructions on the form online at https://floridarevenue.com/Forms_library/current/drl.pdf for further guidance. Schools shall comply with filing requirements set forth by the Florida Department of Revenue for remitting sales taxes to the state.

1. Fundraising Activities - Resales of items for fundraising purposes, such as candy, candles, confections, and other novelties by school-sponsored organizations are taxable. Sales tax may be paid directly to a Florida vendor on the purchase price or paid directly to the Florida Department of Revenue based on the sales price.
2. Uniforms and Equipment Sales or Rentals - The sale, lease, or rental of items to students such as band uniforms or instruments, athletic uniforms or equipment, and other items of clothing owned by the school are taxable on the sale or rental amount.
3. School Stores - The sales of school materials and supplies in a school store are taxable.
4. Concession Stand Sales - If the concession stand is run by an internal organization (i.e.: class, club, or department), sales tax may be paid directly to the Florida vendor based upon the purchase price/invoice amount or directly to the Department of Revenue based upon the sales price.
5. Meals - Barbeques, fish fries, and similar meals are taxable, even if the entire proceeds are used for charitable purposes.
6. Parking Fees - Fees charged for parking are taxable, the net of any portion of the fee held as a refundable deposit.
7. Vocational Education Classes - If a vocational education class has the opportunity to sell items or products to groups or individuals other than school-sponsored groups, then sales tax must be paid on the sales amount.
8. Tangible Personal Property - The sale of tangible personal property, either purchased, rebuilt, or reconditioned for resale, is taxable on the sales amount.
9. Rent, Utilities and Equipment Fees - Sales tax is charged unless an organization provides a valid Florida sales tax exemption number on the Facility Use Agreement and a copy of the Certificate of Exemption.

Exempt Sales

1. Yearbooks - Sales of school yearbooks are exempted by Chapter 212, Florida Statutes.
2. School-sponsored Events - Admissions to athletic or other events are exempt only when student and/or faculty talent is utilized.
3. Textbooks - The sales of school books, textbooks, workbooks, and other printed material used in regularly prescribed courses of study, are exempt
4. Commodities - Commodities such as cheese, sausage, spices, fruit, and bulk cookies or cookie dough, are exempt.

YEARBOOKS

If yearbooks are sold by a school, the yearbook sponsor shall maintain the following information:

1. A detailed calculation as to how the unit sales price was determined.
2. The number of yearbooks ordered.
3. The number of yearbooks received from the supplier.
4. Contracts and/or invoices related to the purchase of the yearbooks.
5. A list of individuals who purchased yearbooks, including student name, date paid, the amount paid, payment method (cash or check number), and date yearbook was issued to the student. *Refer to the check acceptance*

policy regarding delivery.

6. A list of individuals receiving complimentary yearbooks (if applicable) and the date yearbook was issued to the individual.
7. Reconciliation records for differences (if any) between the number of yearbooks issued and the amount of money collected and/or complimentary yearbooks ordered.

The segregation of duties related to the yearbook process should be as noted below:

1. The **principal** or his/her designee (someone other than the yearbook sponsor) should receive the initial order of incoming yearbooks. This person should count and document the total number of yearbooks the school initially received. This individual should not participate in yearbook cash collections, reconciliation, or other yearbook related duties.
2. The **yearbook sponsor** should complete the annual yearbook reconciliation. The District approved the Yearbook Reconciliation form.
3. The **bookkeeper** shall review the Yearbook Reconciliation form for accuracy and completeness. This review should include a comparison of the reconciliation form to the following supporting documents for accuracy:
 - a. Vendor invoice (number of yearbooks and cost)
 - b. List of yearbooks sold (online sales and in-person)
 - c. List of complimentary yearbooks given out, (if applicable)
4. The bookkeeper should also observe and count the yearbooks on-hand at year-end and compare to the number remaining on the Yearbook Reconciliation form for accuracy.
5. Sound business practices shall be used in the selling of the yearbooks. In that, all yearbooks are to be sold to students at the lowest possible cost to allow the maximum number of students to purchase a book.
6. The sale of yearbooks should not be construed to be a fundraising activity. All monies due from yearbook sales shall be collected and deposited before year-end. The Yearbook Reconciliation Form should be used to account for the sale of yearbooks, and to ensure that all funds received are disbursed (no profits).

In instances where fund balances have accumulated, one or more of the following is required:

1. The future sale price of yearbooks should be reduced.
2. Expend the fund balance in one or more of the following ways:
 - a. Purchase and/or maintain camera or computer equipment, software, or supplies specifically for the production of the yearbook.
 - b. Finance expenses related to training and travel (i.e.: publishing and graphic design companies) for students working on the yearbook.

Sale of Advertising Space

Advertising space in yearbooks can be sold to help fund a scholarship. Advertising money shall be received and deposited before the yearbook goes to the press. The yearbook sponsor shall maintain the following information:

1. The number of ads sold.
 - a. List of individuals or businesses purchasing the ads, including the name of individual or business, size of ad sold, date paid, the amount paid, payment method (cash or check number).
 - b. Name of individual selling the ad.

Yearbook Scholarships

If a yearbook scholarship is awarded, documentation must be maintained that the yearbook scholarship was funded from yearbook revenues other than the sale price charged to students. The scholarship is to be payable to an educational institution of the student's choice.

GIFT CARDS

Gift cards are considered compensation as they are a cash equivalent item. Cash is generally intended as a wage, therefore, cash or cash equivalent, cannot be a de minimis fringe benefit (*see below).

Below is a link from the IRS website that notes in part: Cash or cash equivalent items provided by the employer are never excludable from income. Gift certificates that are redeemable for general merchandise or have a cash equivalent value are not de minimis benefits and are taxable.

<https://www.irs.gov/government-entities/federal-state-local-governments/de-minimis-fringe-benefits>

If the recipient of a gift card is a Clay County School Board employee the following applies:

Per Auditor Comment 2019-06 District Employee Compensation: Compensation to employees includes cash and cash equivalent items. Gift cards would fall under the classification of cash equivalent. The funds will have to be sent to payroll to be processed.

Section II (6) of Chapter 8 of the Redbook: Employees of the school district who are compensated for additional services, such as working at athletic events, shall be paid through the school district payroll department or, when appropriate, as prescribed by district school board rules.

***de Minimis Fringe Benefits**

In general, a de minimis fringe benefit is one for which, considering its value and the frequency with which it is provided, is so small as to make accounting for it unreasonable or impractical. An essential element of a de minimis benefit is that it is occasional or unusual in frequency. It also must not be a form of disguised compensation.

If they are taxable, they should be included in wages on Form W-2 and subject to income tax withholding. If the employees are covered for social security and Medicare, the value of the benefits are also subject to withholding for these taxes. <https://www.irs.gov/government-entities/federal-state-local-governments/de-minimis-fringe-benefits>

If the recipient of a gift card is not a Clay County School Board employee the following applies:

1. A gift card or gift certificate not to exceed \$50.00 as a thank you is permissible once per year.
2. Any amount over \$50.00 is considered compensation, therefore a W-9 must be completed by the recipient and the 1099 box marked in the accounting system.

The school shall maintain sufficient evidence to support the distribution and receipt of all gift cards purchased. The bookkeeper shall maintain a log, as part of the school's Internal Accounts records, that includes the reason for the gift card, the date it was received, and the names and signatures of individuals receiving each gift card.

VENDING MACHINES

1. Vending machines may be installed in schools/centers according to School Board policy. The sale of food and/or beverages to students shall not be in competition with or hinder the District School Food and Nutrition Services Program as established in the School Board policy.
2. Funds derived from vending machines accessible to students in schools shall be accounted for in the general account. Generally, the commissions are to be expended for the student body as a whole.
3. Food/beverage vending machines may be installed in faculty lounges and workrooms for the exclusive use of teachers and staff.
4. Funds derived from vending machines in faculty lounges and workrooms shall be accounted for in a separate account (Staff Activities Trust Account) from the profits generated by the general-use vending machines.
5. Commissions from vending machine sales should be listed on the Report of Monies Collected forms.
6. Food/beverage vending machines shall never be accessible to students in grades K-5, shall only be accessible to students in grades 6-8 after regular school hours, and shall be accessible any time to students in grades 9-12, provided access does not violate District School Food and Nutrition Services Program agreements.
7. School supply vending machines may be accessible at any time to any grade level.
8. If the vending machine supplier is fully responsible for the machines (fills the machines with supplies and removes money from the machines), then no inventory records are required to be maintained by school officials.
9. For vending machines supplied by the school that is not operated on a commission basis, a perpetual inventory system shall be used and a monthly sales analysis shall be performed and be included as a part of the school's Internal Accounts records.

SCHOOL STORE

A school store can be established in an area of the school set aside for use of dispensing items for sale as a fundraiser. It may be managed by a school club or group under the supervision of a staff sponsor approved by the principal. All school store collections shall be accounted for in Internal Accounts and become a part of the school's Internal Accounts records.

Any food or beverage items sold in the school store must meet USDA School Meal Nutrition Standards and must not compete with District School Food and Nutrition Services.

Proceeds from school store sales may be used as a fundraiser to benefit the entire student body with prior approval from the principal. An activity request form should be completed indicating this purpose in advance.

School Store Inventory

Inventory records shall be required for school store activity supplied by the school or sales of supplies where revenues are collected for use by the school.

For school store activities such as the sale of basic school supplies (paper, pencils, folders, erasers, etc.) school officials shall at least document the school year-end inventory, which shall be observed by the school store sponsor and signed by the principal, and shall provide the following information:

1. Description of the item in inventory
2. Number on hand
3. Retail price per unit
4. Total retail price (number on hand times the retail price per unit)
5. Actual cost per unit, including sales tax.
6. Total actual cost (number on hand times the actual cost per unit)

Perpetual Inventory

A perpetual inventory record shall be maintained for specialty school store items and non-commission based vending machines. If there are multiple school stores or non-commission based vending machines on campus, perpetual inventory records shall be kept for each location, documenting the location, month of inventory, and a description of the items in inventory. The perpetual inventory records shall also be signed and dated by the appropriate school official, and reviewed by the principal.

For each item in inventory, reconciliation records shall reflect the following:

1. The number of items on hand at the beginning of the month (which shall equal the number of items on hand at the end of the previous month).
2. The number of items purchased or received during the month.
3. The number of items sold during the month.
4. Calculation of the number of items that should be on hand at the end of the month
5. The actual number of items on hand at the end of the month per physical count.
6. Reconciliation of the difference (if any) between calculated ending inventory and physical ending inventory, and an explanation for any such differences.

Monthly Sales Analysis

In addition to the perpetual inventory, a sales analysis shall be performed monthly by the bookkeeper and the appropriate school official to determine if expected sales income has been deposited. The sales analysis records shall also be signed and dated by the appropriate school official and reviewed by the principal. The monthly sales analysis shall be attached to the perpetual inventory records.

For each item sold, sales records shall reflect the following:

1. Description of the item.
2. The retail price of the item.
3. The number of items sold during the month.
4. Expected gross sales for the month (number sold times retail unit price).
5. Actual gross sales deposited during the month.
6. Reconciliation of the difference (if any) between expected gross sales and actual gross sales deposited, and an explanation for any such differences.

CONCESSION SALES

1. Concession sales at all student activities shall be approved by the principal. They may be operated by student groups, faculty groups, or by outside groups authorized by the principal.
2. If the concession stand is run by an internal organization (i.e.: class, club, or department), sales tax may be paid directly to a Florida vendor based upon the purchase price/invoice amount or directly to the Department of Revenue based upon the sales price.
3. An analysis of each item sold by the school must take place yearly.
4. The teacher/sponsor should complete a sales report when inventory items are sold. A new beginning inventory and sales report must be completed by the teacher/sponsor when the price of an item changes.

STUDENT FEES

All student fees accumulated for the fiscal year must be collected for a specific purpose and expended for that purpose, on the students who generated the funds. All fee accounts must have a zero balance at the end of each fiscal year. Some of the most common fees include, but are not limited to:

1. Locker/Lock Fees
2. Parking Fees
3. Senior Fees
4. Lab Fees
5. Field Trip Fees
6. Athletic Fees
7. Rental Fees

STUDENT FINES

Fines may be assessed when school property, equipment, or supplies are damaged, lost, or taken by a student. Some of the most common fines include, but are not limited to:

1. Lost or Damaged Textbooks
2. Fines for late, lost or damaged library items in Media Centers
3. Vandalism
4. Parking Violations

LOCKS/LOCKERS

1. A Locker account will be maintained for fees/rentals collected for the use of school lock/lockers.
2. Sales tax must be paid to the State of Florida for rentals unless Sales Tax was paid to the vendor at the time of purchase.
3. If an excess balance accumulates greater than the need for replacements, a transfer may be made. Lock rentals may be transferred to the Miscellaneous General Account; gym lock/locker rentals to the Physical Education Department.

PUBLICATIONS/ADVERTISEMENTS

The sponsor and principal must sign the contract for school newspapers, yearbooks, and other publications. The selling price of student body publications shall be set at a point consistent with sound business practices so that the maximum number of students may benefit from the publications. Sales should not be construed to be a fundraising activity.

Advertisements sold for yearbooks, athletic programs, or any other purpose must be paid in advance before being submitted for printing.

TRUST ACCOUNTS

Funds collected for a specific, restricted purpose shall be accounted for in an Internal Accounts trust account. When the purpose of the trust fund has been accomplished or becomes inoperative, unused trust funds shall be returned to the person(s) from whom collected, if practicable. Donors may designate an alternative purpose. Donation forms must be maintained as documentation of the donors' intended use of funds.

ESTABLISHMENT OF SCHOLARSHIP FUNDS

When groups or individuals wish to establish scholarship funds to the memory of a particular individual, a written request must be made to the Superintendent to include this account within the Internal Funds structure. The request should outline the following information:

1. Group or individual making request.
2. The person in whose memory scholarship will be established.
3. General criteria for the awarding of the scholarship.
4. Outline the composition of the selection committee.
5. Guidelines for any residual amounts left in the account.

Upon approval by the Superintendent, you should establish this account as a Trust Fund within the Internal Accounts funds. This will not be treated as an outside organization since control of the funds lies with the school and not with the originating group or individual.

Awards, other than scholarships, presented in the form of cash are prohibited. Checks awarded as scholarships are allowable, provided funds are payable to the educational institution of the student's choice. Checks that exceed \$5,000 shall be approved by the Superintendent before the award.

STAFF ACTIVITIES ACCOUNT

The Staff Activities Account shall be funded by faculty and/or staff for purposes of expenditures including, but not limited to, flowers, gifts, and beginning or end of year parties for administrators, teachers, staff and volunteers. Funds collected must be deposited into the school's Internal Accounts and recorded in a Trust Fund.

FINANCIAL DISCLOSURE

Section 112.3145 (1)(a)3, Florida Statutes requires that certain local officers file financial disclosure forms. Among the local officers who must file are purchasing agents having the authority to make purchases exceeding \$1,000. Section 112.312(20) Florida Statutes, defines a purchasing agent as "a public officer or employee having the authority to commit the expenditure of public funds through a contract for, or the purchase of, any goods, services, or interest in real property for an agency, as opposed to the authority to request or requisition a contract or purchase by another

person." The principal of the school is within the definition of a purchasing agent and therefore must file financial disclosure forms.

As principal of the school, Form 1, "Statement of Financial Interests" must be filed by July 1 of each year. Even if you have delegated the purchasing responsibility to another school administrator, you must file for disclosure, not your designee, because the ultimate responsibility lies with the principal.

DRAFT

INTERNAL FUNDS DEFINITIONS

This chapter contains definitions of terms used in this guide and such additional terms as seem necessary to achieve common understandings concerning financial accounting procedures for internal funds. Internal funds are defined as all local school funds derived by any public school from all activities or sources. The glossary is arranged alphabetically with appropriate cross-referencing where necessary.

Some of the definitions shown are taken or adapted from the recommendations of the National Committee on Governmental Accounting. Others have been taken or adapted from Handbook I and Handbook II in the State Education Records and Reports Series.

Account - A record of financial transactions that are similar in terms of a given frame of references, such as purpose, objective, or source.

Accounting Period - A time for which financial statements are prepared. (i.e. July 1 - June 30)

Accounts Payable - Unpaid balances or invoices against an internal fund that is owed.

Accounts Receivable - Amounts owed to the internal fund.

Accrual Basis - Recording of revenues and expenditures at the time revenue is earned or at the time an expenditure results in a liability regardless of when the actual cash receipt or disbursement occurs.

Asset - Something of value that is owned.

Assets, Current - Cash and other assets readily converted into cash, such as accounts receivable, inventory, and some prepaid expenses.

Assets, Fixed - Land, buildings, machinery, furniture, and other equipment, which the school system intends to hold or continue in use over a long period. "Fixed" denotes the probability of intent to continue use or possession and does not indicate immobility of an asset.

Audit - An examination of records and documents by an auditor in the process of securing evidence for one or more of the following purposes: (a) determining the propriety of completed transactions, (b) ascertaining whether all transactions have been recorded, (c) determining whether transactions are accurately recorded in the accounts and the statements drawn from the accounts.

Balance - The difference between the total debits and the total credits of an account; the total of an account containing only debits or only credits.

Bank Deposit - The total amount of money taken in, recorded on receipts for a specified time, and deposited intact with a depository (bank).

Capital Outlay - An expenditure for land or existing buildings, improvement of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

Cash - Currency, checks, postal and express money orders, and bank deposits including certificates of deposit.

Cash Basis - The basis of accounting under which revenues are recorded only when received and only cash disbursements are recorded as expenditures.

Cash Discount- An allowance received or given if payment is completed within a stated period. The term is not to be confused with "trade discount".

Change Fund - An amount of money obtained by issuing a check to a designated individual to make the change for a specific event. No expenditures are to be made from these monies.

Check- A written order on a bank to pay on demand a specified sum of money to a named person, to his order, or bearer out of money on deposit to the credit of the maker. It is canceled when the bank has paid it and thus "cleared" and returned to the writer.

Closing the Books - The process of putting the account books in order at the end of a month, or a fiscal period, so that a trial balance and financial reports may be prepared.

Commemorative Item - Personalized articles such as class jewelry, announcements, caps, and gowns, yearbooks, cards and invitations, insignia, and school pictures.

Commission -A share of sale proceeds from any company or individual is given to the school in return for the sale, rental, or promotion of any items within the school.

Concession -The act of granting to an individual or group a right that resides with the school.

Consumables - items that are intended to be used up quickly and then replaced.

Deficit- The excess of the obligations of an account over its resources.

Deposit in Transit - A deposit which has been transmitted to the bank and recorded in the school ledgers but was not reflected on the monthly bank statement because it was not received before the bank prepared the statement. (also an Outstanding Deposit)

Deposit, Property - Money collected from students and held in a school account for future return at a designated time to cover losses or damages to school-owned supply and equipment items while being used by the students.

Depositories - Banks where schools conduct the business of depositing and withdrawing money.

Disbursements - Money paid out.

Double Entry - A system of bookkeeping that requires every entry made to the debit side of an account or accounts, an entry for the corresponding amount or amounts must be made to the credit side of another account or accounts.

Dues - A regular charge made to students for the privilege of being a member of a particular club or student body organization.

Encumbrance - A restriction of available money by the issuance of a purchase order.

Equipment - A material item of a non-expendable nature, such as a built-in facility, a moveable or fixed unit of furniture or furnishing, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period which is characteristic for items of its class.

Expenditures - Decreases in net financial resources. If accounts are kept on the accrual basis, this includes total charges incurred, whether paid or unpaid. On a cash basis, payments are termed disbursements.

Expense, Travel - Expenses incurred by students and sponsors of school activity in connection with travel related to the activity other than those expenses directly chargeable to student transportation.

Fidelity Bond - A bond guaranteeing the School Board against losses resulting from the dishonest actions of employees.

Finance Clerk - Person assigned responsibilities for internal accounts bookkeeping.

Financial Statement - A formal written presentation that sets forth information concerning the financial condition of the school internal fund.

Fiscal Period - Any period at the end of which a school determines its financial condition and the results of its operations, and closes its books.

Fiscal Year - As it pertains to accounting and internal funds, July 1 through June 30.

General Ledger - A book, file, or other devices in which accounts are kept to the degree of detail necessary to summarize the financial transactions of the school. General ledger accounts may be kept for any group of items of receipts or expenditures on which an administrative officer wishes to maintain fiscal control.

Gift - Something of value received for which no repayment or special service to the contributor is expected.

Grant - Money received by a school activity for which no repayment is expected but for which certain conditions exist relative to the disbursement of funds.

Inactive Account - An account is considered inactive upon declaration of the principal when; (1) no financial transactions have occurred within one year and the need for the organization has passed; or (2) a class has graduated.

Intact or Deposited Intact - The practice in which money is presented to a bank or bookkeeper for the credit of the school's internal fund in the same form as received. This means that any receipt of funds in the form of cash will be deposited as cash. The cashing of a check from funds on hand would be a violation of this concept as would be the substitution of a check or cash.

Internal Control - A plan of an organization under which employee's duties are so arranged and records and procedures so designed, as to make it possible to exercise effective accounting control over assets, liabilities, revenues, and expenditures. For example, under such a system, work is subdivided so that no one employee performs a complete cycle of operations. The procedures to be followed are definitely laid down and such procedures call for proper authorizations by designated officials for all actions to be taken.

Inventory- The value of supplies and equipment on hand not yet distributed to requisitioning units.

Inventory Record - A detailed list or record showing quantities, descriptions, values, units of measure, and unit prices.

Investments - Temporarily idle funds placed in interest-earning accounts. (ex.: SBA)

Invoice - A vendor's notification of merchandise provided or services rendered to a purchaser with the quantity, prices, and charges stated. Other information customarily shown on the invoice is the customer's order number, order date, date of delivery or shipping, and terms of payment.

Journal - The accounting record in which financial transactions of the school are formally recorded for the first time.

Liabilities - Debt or other legal obligations arising out of transactions which are payable but not necessarily due. (Encumbrances are not liabilities, they become liabilities when the services or materials for which the encumbrance was established have been rendered or received.)

Memoranda (Memo) Account - An informal record of an internal fund transaction that cannot be recorded under the regular financial accounts but for which a record is desired. (I.e. encumbrances).

Outstanding Check - A check issued and recorded by the school that has not been presented to the bank for payment before issuance of the monthly bank statement.

Outstanding Deposit - Also a Deposit in Transit, is a deposit which has been transmitted to the bank and recorded in the school ledgers but was not reflected on the monthly bank statement because it was not received before the bank prepared the statement.

Overdrawn - A situation in which a check has been written for an amount above that on deposit. An overdraft is an amount by which withdrawals exceed the depositor's available balance.

Perpetual Inventory - An inventory system that is initiated by a physical inventory and perpetuated by the entry of receipts and withdrawals, thereby reflecting current balances on hand for each item.

Petty Cash - Cash paid out in small amounts for authorized expenditures. Petty cash may be used to reimburse persons or to make a direct purchase. (Petty cash funds must be authorized.) Payments must be evidenced by petty cash vouchers that are signed receipts that show the purpose, date, and amount.

Posting - The act of recording to an account in a ledger the detailed or summarized data contained in the documents of original entry.

Pre-Numbered Documents - Checks, receipt forms, tickets, and similar items which have been consecutively numbered and controlled before use.

Prior Authorization - A written approval granting the authority to enter into a contract, to obligate funds for a purchase, or to receive a benefit, before such action occurs.

Purchase Order - A document issued to a vendor authorizing the delivery of goods or services and implies the obligation of funds.

Reconciliation of Bank Statement - A statement of the details of the differences between the bank statement and the cash account record to show the agreement of the adjusted balances.

Refund - An amount paid back or credit allowed.

Reimbursement - Repayment of authorized expenditures made for or on behalf of the school's internal fund.

Repairs, Minor - The restoration to a usable condition of a given piece of equipment, building, or grounds. The cost of new construction, renovating, and remodeling are not included here but are considered capital outlay.

Reports - Written statements of information which are made by a person, unit, or organization for the use of some other person, unit, or organization.

Requisition - A written request, usually from one department to the purchasing officer or another department, for specified articles or services.

Student Activities - Direct and personal services for public school students, such as interscholastic athletics, entertainment, publications, clubs, band, or orchestra, that are managed or operated by students under the guidance and direction of authorized adults, and are not part of the regular instructional program.

Student Organization - Any group of students organized on campus into a single body to pursue common goals and objectives. This includes the various types of student clubs and class organizations which, with the proper approval by school authorities, are managed and operated by students under the direction or supervision of authorized adults.

Subsidiary Ledger - A record of the financial transactions of a given activity showing the receipts, expenditures, transfers, adjustments, and balances for the activity's account.

Supply - An item of an expendable nature that is consumed, worn-out, or deteriorated in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

Supporting Documentation - Evidence attesting to the authenticity, accuracy, and authority of a financial transaction.

Surety Bond - A written promise to pay damages or to indemnify against losses caused by the party or parties named in the document, through non-performance or defalcation. For example, a surety bond may be required of a contractor or by official handling cash or securities.

Trade Discount - An allowance made to those engaged in certain businesses and allowable irrespective of the time when the account is paid. The term should not be confused with a "cash discount".

Transfer - Money is taken from one account and added to another account. Transfers are not receipts or expenditures.

Trust and Agency Funds - Funds used to account for money and property held by a governmental unit in the capacity of trustee, custodian, or agent.

Voided Check - A check that has been declared void. A check on which an error has been made in writing, such as an incorrect amount, signature, or a discrepancy in the information included. The check is made void by mutilating the signature space and the check is retained.

DRAFT

Bookkeeper's Back-up Support

School Name _____ School/Center # _____

Every school must have a backup for times when the bookkeeper is off campus. Please complete this form and return to Internal Accounts Coordinator.

Bookkeeper's Name: _____

Bookkeeper's phone #: _____

When bookkeeper is off campus who the back-up that will assist in deposits?

Name of Bookkeeper's Back-up: _____

Position in the school: _____

Back-up's Phone Number: _____

Approved by:

Principal's Signature

Date of Approval

Donation

Offer/Acceptance/Acknowledgement Offer Details

Complete Form and attach to Report of Monies Collected for all Donations.

School: _____ School # _____

Donor's Name: _____ Amount of Donation: _____

Account Name receiving Donations: _____ Date : _____

Donation Description and how donation will be used: _____

Sponsor Signature Date

If Technology is included has this been approved by the District's IT Department? Yes () No ()

Offer Review & Acceptance

Money, Gifts, Supplies or Equipment with a value of \$3000.00 or less.

Principal Date

Money, Gifts, Supplies or Equipment with a value of \$3001.00 - \$9,999.00

Principal Date

Asst. Superintendent Of Business Affairs Date

Money, Gifts, Supplies or Equipment with a value of \$10,000 or more

Principal Date

Asst. Superintendent Of Business Affairs Date

School Board Representative Date

***Once approved by Asst. Superintendent of Business Affairs, B.A.D. will CC the Superintendent. ***

Exhibit 2

School's Name _____

Account #:

Budget for SY

[illegible]

Subtotal \$

Subtotal \$

Carryover Balance from Prior Year \$

****Completed form must be on file prior to processing funds for your
account.***

account.***

Subtotal \$

****Any items purchased that Students or Parents keep - must pay the vendor sales tax. ***

(Subtract) Disbursements (Expenses) -

Estimate Balance For June 30, _____: \$

prepared by :

Signature _____

Date _____

Complete and return to Bookkeeper by September 30,

Award of Scholarship

School Name

Address

City, State, Zip

Originate By - Print Name

Account Name & Number

Date Of Request

University or School Information:

Name of University

University's Address

City, State, Zip

University's Phone Number

University's Fax Number

Purpose/Reason For Scholarship

Student Information:

Name Of Student

Student's Address

Student's Date of Birth

Disbursement of Funds (Summer, Fall or Spring)

Student's Phone Number

City, State, Zip

Student's College ID Number

\$ _____
Scholarship Amount

CHECK INFO

/ /
Check Date

Check Number

\$ _____
Check Amount

Teacher/Sponsor Email Address

Teacher's Phone #

Teacher/Sponsor/Signature

Principal/Designee Signature

Date

SCHOOL DISTRICT OF CLAY COUNTY

APPROVED BY STATE DEPARTMENT OF EDUCATION AND COMMITTEE OF INTERNAL ACCOUNTING 1947

REPORT OF MONIES COLLECTED

FR # **# 1**

2 Ex: 5th Grade Class 3105

Account Name & Number

3 Ex: Zoo Field Trip

Purpose of Collection

TRANSMIT HEREWITH MONIES, OBTAINED FROM SOURCES BELOW FOR DEPOSIT

SOURCE (if from students, list names separately or attach list)		# 4	# 5
1			
2	Example: Bobby Smith 136245		5 00
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
TOTAL FOR DEPOSIT		# 6	5 00

I hereby certify that the above funds are all received by me for deposit.

7

SIGNED (Sponsor or Teacher)

7

Date Collected by sponsor or teacher

8

SIGNED (Bookkeeper or Principal)

Date received

9

Computer Receipt Number

PREPARE THE FORM IN DUPLICATE - BOTH COPIES TO BOOKKEEPER WHO WILL RETURN DUPLICATE

BAD-1-3009 Revised 8/28/2019

1 Fundraising

2 Account Name and Number

3 Purpose of Collection/ only one purpose per ROMC.
Example: Red Spirit Shirts

4 List each student's name & receipt # must match receipt book.

5 Amount Received columns dollar and cents. \$0.00
Must match receipt book

****Per Auditors:** Any erroneous information must be invalidated by the originator of the entry by lining through such information, entering the correct information above or below the error and initialing and dating the correction

6 Total Deposit must be complete & match receipt totals.

7 Person who signed receipts must also sign ROMC. Person collected monies must date receipt & date must match student receipts.

8 Bookkeeper signs & date when monies are received.

9 Official Receipt Number, give yellow ROMC back to sponsor.

Exhibit 5

Receipts ordered from CCSD (Example)

- # 1 Date the receipt was issued
- # 2 Parent's Name with student in ()
- # 3 Purpose of Collection - ex. Zoo Ft, Dues, Name of fundraiser, etc.
- # 4 Alpha Amount of Check - Twenty five 00/100
- # 5 Numeric Amount of Check - \$25.00
- # 6 Sponsor/Teacher/Coach Signature (must be legible)

<i>Your School Name</i>	School	2008851
#1 - Date collected 7/1 20 20		
Received From: # 2 Parent's Name with Student in () Jane Smith (Billy)		
For: # 3 Purpose of Collection - ex. Zoo Ft, Dues, Name of fundraiser, etc.		
# 4 Alpha Amount of Check - Twenty five 00/100		
\$ # 5 \$25.00	# 6 Sponsor/Teacher/Coach Signature (must be legible)	
	TEACHER	

Receipts ordered fro Office Depot (Example)

- #1 Date the receipt was issued
- #2 Parent's Name with student in ()
- #3 Numeric Amount of Check - \$25.00
- #4 Alpha Amount of Check - Twenty five 00/100
- #5 Purpose of Collection - ex. Zoo Ft, Dues, Name of fundraiser, etc.
- #6 Select Cash, Check, Money. Credit Card would never be an option
- #7 Sponsor/Teacher/Coach Signature (must be legible)

RECEIPT		Date #1	No. 117551
RECEIVED FROM: # 2 Parent's Name with Student in () Jane Smith (Billy)		\$ #3 \$25.00	
# 4 Alpha Amount of Check - Twenty five 00/100			
<input type="radio"/> FOR RENT <input checked="" type="radio"/> FOR		# 5 Purpose of Collection - ex. Zoo Ft, Dues, Name of fundraiser, etc.	
ACCOUNT			#6 <input type="radio"/> CASH FROM Leave Blank TO Leave Blank <input type="radio"/> CHECK <input type="radio"/> MONEY ORDER <input type="radio"/> CREDIT CARD BY #7 Sponsor/Teacher/Coach Signature (must be legible)
PAYMENT			
BAL DUE			

Student Activity Receipt Book Log

School Name:

SY:

[illegible]

Exhibit 7

Purchase Order Internal Accounts
FL Sales Tax Exemption Cert. # 85-8013573611C-8

(School Name)

(Street Address)

Date Of Request

Purpose

Date _____

Refund Request

Clay County School District Internal Accounts

Today's Date:

Originate By - Print Name

Account #

Account Name

Please make check
payable to:

(check should be issue to parent/guardian for whom the funds were received
from)

(Full Address)

Phone #:

Reason For Refund:

***Attached to this request should be copy of yellow Reports of Monies collected (legible),
copy of cash receipt if applicable***

Receipt #

\$

Refund Amount

Date of Receipt

Teacher/Sponsor/Signature

*****Do not write below this line*****

\$

Check Amount

/ /
Check Date

Check Number

Principal/ Signature

Refund Log for Multiple Cash Refunds

In the event of multiple refunds, (10 or more), and if the individual amount to be refunded to each student is \$5.00 or less for elementary schools or \$10.00 or less for secondary schools; The teacher/sponsor shall cash the Internal Accounts check provided by the bookkeeper and disburse the funds to each eligible student. The student's signature shall be secured along with the date and amount of refund on this refund log sheet. This procedure may be used at the elementary level with prior parent notification. All non-distributed cash will be redeposited to the account from which the check was written.

[illegible]

Check # issued: _____ Check Date: _____ Amount of Check: \$ _____

Sponsor/Teacher Signature _____

Date _____

Principal Signature

Date _____

Reimbursements

1. If there is a School Credit Card for a vendor, the card should be used instead of reimbursement (example: Publix, Sam's, Winn Dixie)
2. Must follow Purchase Order's directions reflecting the dates that monies will be spent.
3. All approvals must be in writing prior to any funds being spent (paperwork completed and submitted with Principal's approval)
4. To be reimbursed, there must be an itemized receipt listing the items that were purchased. (see attached example of itemized receipt)
5. An itemized receipt is the only documentation you need to reimburse, you do not need their personal credit card statement or bank statement.
6. Personal purchases should not be mixed with school/business purchases on the same receipt.
7. Receipts for reimbursement must be submitted for payment within one week of the purchase. (dates reflected on PO or check requisition)
8. Make sure you are reimbursing an individual for purchases that were not purchased with a school's credit card.
9. The date on the receipt must be later than the approval date on the purchase order or check requisition.
10. Please tell the person being reimbursed to only have items on the receipt that are for the school. The receipt should not be mixed with personal and business items.
11. Sales taxes cannot be reimbursed to individuals, even if they are doing school business. Please see attached tax exempt form.
12. Encourage teachers to use vendors and remind them that they will not be reimbursed for sales tax.

Below is an example of an itemized, auditable credit card receipt that will provide adequate documentation of proof of purchase.

The receipt on the left is an example of an itemized receipt identifying the place of purchase, date, each item purchased, tax exempt status (no tax) and total.

Cap's Express
525 SR16
St. Augustine FL
(904) 679 - 3357

10052 Lisa

Check: 1187 Guests: 1
Table: 9-1 pick up @ 11am
11/04/2015 09:42AM

* * *	TO GO	* * *
1 CHICKEN WALDORF	9.00	
PITA		
KETTLE CHIPS		
1 GARLIC GYRO	9.00	
PITA		
KETTLE CHIPS		
1 GARLIC GYRO	9.00	
PITA		
PASTA SALAD		
1 CHICKEN WALDORF	9.00	
PITA		
COLE SLAW		
1 HOT DELI SAND	9.00	
WHEAT		
TURKEY		
TURKEY		
CHEESE		
MUSTARD		
KETTLE CHIPS		
1 CHICKEN SALAD	9.00	
1 CHICKEN WALDORF	9.00	
PITA		
PASTA SALAD		
SUBTOTAL	63.00	
Tax	0.00	
TOTAL DUE	\$63.00	

Thank you!
PLEASE COME SEE US again.

The receipt on the right is NOT an itemized receipt and cannot be accepted as the lone proof of purchase. However, along with the receipt on the left it adds auditable evidence of the amount of a tip that was given.
TIP: Both receipts would need to be turned in together.

Cap's Express
525 SR16
St. Augustine FL
(904) 679 - 3357

Date: 11/04/2015 09:57AM
Card Type: Master Card
Acct Num: *****
Exp Date: **/**
Card Entry: KEYED
Trans Type: PURCHASE
Auth Code: 08540F
Check: 1187
Table: 9-1
Check Name: pick up @ 11am
Server: 10052 Lisa
Txn ID: 0492680900

Amount: \$63.00

Tip 5.00

Total 68.00

Signature _____

Please sign and total 1 copy.

Please visit again soon!

Travel Reimbursement Checklist

The following items **MUST** be included with the “Authorization to Incur Travel” form or it will be returned and result in a delay of payment.

- Hotel Receipt and copy of payment method (if a hotel room is shared by attendees – each person should have a copy of the hotel receipt included in their reimbursement paperwork).
- Conference registration receipt, if applicable, and copy of payment method
- Conference agenda
- Receipts for parking, tolls – if applicable
- Map showing mileage to and from destination

**School District of Clay County
Internal Accounts**

Fundraiser Application and Financial Recap (Recap should be completed 30 days after final sale)

A. Request for Pre-Approval of Fundraiser

FR #: _____

School: _____ Account Name: _____ Account # _____

Name of Fundraiser: _____ Name of Sponsor: _____

For what purpose (s) will the proceeds be used? _____

Name of Vendor: _____ What is being sold? _____

What is the agreed amount from Vendor? _____
(example: % of sales, half of sales)

Item Price (\$) _____ X (Times) Estimated Number of Items to be Sold: _____

Will an admission be charged? ☐ Yes ☐ No Ticket Price \$ _____ X _____
Estimated # of Tickets

A. Estimated Revenues: \$ _____ Item/ticket price X Estimated # to be sold = Estimated Revenue.
minus (-)

B. Estimated Expenses \$ _____ What is owed to the Vendor or expenses of fundraiser
Equals (=)

C. Estimated Profit \$ _____ Estimated Revenues less Estimated Expenses = Estimated Profit:
A - B = C

Beginning: _____ Ending: _____
Beginning Sale Date Ending Sale Date

Class, Club or Athletic Sponsor: _____
(Signature) _____ Date

Secretary/Bookkeeper: _____
(Signature) _____ Date

Principal's Pre - Approval: _____
(Signature) _____ Date

B. Accounting Summary of Fundraiser

Total Actual Revenue Received (Attach Report of Items or Tickets Sold): 1. \$ _____

Total Cost of Goods Sold (your cost for items sold): 2. \$ _____

Other Expenses (decorations, supplies, etc.): 3. \$ _____

Revenue should total all Reports or Monies Collected & Credit Card Sales. 4. Total Expenditures: \$ _____
Line 2 (+) plus line 3

Expenses should total all Purchase Orders. Net Profit (Less): \$ _____
Line 1 (-) less line 4

C. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:

Class, Club or Athletic Sponsor: _____
(Signature) _____ Date

Secretary/Bookkeeper: _____
(Signature) _____ Date

Principal: _____
(Signature) _____ Date

****The Back of this Form must be completed****

School District of Clay County
Fund Raising Checklist

Prior to Event

- ☐ I am familiar with the school's and the Board's Policy regarding the sale of merchandise at school.
- ☐ If Food/Beverage is being sold 5.08 Food & Nutrition Service Board Policy C.6 must be followed.
- ☐ I received Food/Beverage Memo from the bookkeeper.
- ☐ No door to door sales will be involved in this fund raiser.
- ☐ If it is a school event, complete Section A of the Fund Raiser Activity Form.
 - ☐ Return signed form to the school secretary/bookkeeper.
 - ☐ File original form in the bookkeeper's office.
- ☐ I accept responsibility for the sales tax collection, cash collection involved with the completion of Financial Recap of this Fundraiser.
- ☐ All disbursements must be made by an internal fund check.
- ☐ Determine if unused/unsold merchandise may be returned to vendor for credit.
- ☐ Get a documented beginning inventory count.

During Event

Club, Class or athletic sponsor is responsible for following CCSD procedures regarding: fund raising, cash receipting, documentations of transactions, inventory control, safeguarding assets, tickets ,reconciliations, etc.
(See attached sections from School Internal Accounts Handbook.)

After Event • Reconciling

- ☐ Upon completion of fund raiser, a complete reconciliation must be documented.
 - ☐ Inventory remaining goods.
 - ☐ Reconcile expected sales (based on inventory count) to actual sales (cash deposited)
 - ☐ Reconcile actual revenue to receipts/sales log.
 - ☐ Complete a profit/loss statement.
- ☐ Sponsor submits all completed fund raiser forms to bookkeeper.
(Part B of Fund Raising Activity Forms MUST be completed.)
 - ☐ Forms are reviewed for accuracy.
 - ☐ Any discrepancies are resolved.
- ☐ Complete section C of the Fund Raising Activity Forms.
- ☐ File original documents in the school office for audit purposes.

Sponsor Signature: _____

Date: _____

SCHOOL _____

YEAR _____

TICKET COLOR:

USE A SEPARATE SHEET PER ROLL

BEGINNING NUMBER	ENDING NUMBER	# of Tickets

[illegible]

Page 849 of 1019

This form should be updated immediately after each ticketed event where tickets are sold from the listed roll. A copy of this document should be filed in your year-end records. A new sheet should be started to the next year reflecting a continuation of the number sequence for each roll.

BOOKKEEPER:

To be signed when roll is completed. Keep on file for audit.

Exhibit 15

Report of Tickets Sold / Admissions Collected

Nature of Event: _____ Date: _____

Location: _____ Opponent (if any): _____

+++++

Ticket Color: _____

Ticket Color: _____

ADULT

STUDENT

Ticket Numbers Issued: _____ to _____ to _____

Total Tickets Issued: _____

Ticket Numbers Sold: _____ to _____ to _____

Total Tickets Sold: _____

Total Numbers Rt: _____ to _____ to _____

Total Tickets Rt: _____

+++++

SUMMARY OF TICKETS SOLD:

Adult Tickets: _____ @ \$ _____ * = \$ _____

Student Tickets: _____ @ \$ _____ * = \$ _____

Total Tickets Sold: \$ _____

Total Cash Remitted: \$ _____

Cash Over / (Under): \$ _____

*Price Includes / Does Not Include Sales Tax (Cross Out One) N/A _____

I hereby certify that this report is true and accurately represents the cash transmitted and tickets returned as indicated.

Ticket Seller

Director/Sponsor/Treasurer

Date Report received by School Bookkeeper: _____

Entered on Official Receipt #: _____

MASTER TICKET INVENTORY LOG SHEET

CLAY COUNTY SCHOOLS

SCHOOL: _____

On hand as of: _____
Date

Ticket/Wrist Band Inventory

List all tickets currently in inventory and all tickets purchased for use for school activities.

This Log should be kept up to date & available (with individual log sheets) for audit any time during the year.

Red Book Chapter 7, Section III - Standards, Practices, and Procedures:1.4 Cash collections and Deposits (f) "All checks, receipt forms and tickets shall be pre-numbered and perpetual inventories of each shall be maintained. Inventories shall show the beginning and ending numbers of all documents acquired and issued. In all cases where tickets are used, ticket reports and unsold tickets must be available for audit."

CODE: PFY - Prior Fiscal Year Inventory carried forward or NR - New Roll

	DATE IN STOCK	TICKET COLOR	BEGINNING #	ENDING #	Quantity	CODE	Comment
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							

Bookkeeper/Ticket Inventory Supervisor Signature

Principal Signature

Date

Date

[illegible]

Journal Entry Form

Journal Entry # _____

EFFECTIVE DATE: _____
(Use current month, do not post on month that has been closed & reconciled)

DESCRIPTION: _____

Account Name	Account #	Debit	Credit
Total			

Completed By: _____
Bookkeeper's Signature

Date: _____

Approved By: _____
Principal's Signature

Date: _____

Journal Entry Form for Credit Cards Sales - On Line

Journal Entry # _____

EFFECTIVE DATE: _____

(Use current month, do not post on month that has been closed & reconciled)

DESCRIPTION: Credit Cards Sales - On Line

This form can only be used for daily sales for one day. You can attached copy of report, put See A/L in the body of this report. The JA report must show total, JE#, Dates and Signatures.

Entered into EPES using GL account Checking's - 992

Use (I) for Income

Account Name	Account #	Object Code #	Credit
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$

Total of Sales \$ _____

Completed By: _____
Bookkeeper's Signature

Date: _____

Approved By: _____
Principal's Signature

Date: _____

Journal Entry #

EFFECTIVE DATE:

(Use current month, do not post on month that has been closed & reconciled)

DESCRIPTION: Refund for Credit Cards Sales - On Line

This form is for daily debits for Refunds. A receipt with receipt #, reason for refund, teacher's signature must be attached to this form. Refunds cannot be completed without teacher/sponsor/coach permission.

Entered into EPES using GL account Checking's - 992

[illegible]

Total of Refunds \$

Completed By:

Bookkeeper's Signature

Date:

Approved By:

Principal's Signature

Date:

**SCHOOL DISTRICT OF CLAY COUNTY
TRANSFER REQUEST
INTERNAL FUNDS**

No. T- _____

School: _____

Date: _____

Transfer from the _____ Fund per _____
(Sponsor's signature as authorization)

Transfer to the _____ Fund per _____
(Sponsor's signature as authorization)

Amount to be transferred: \$ _____ *Reason for transfer: _____

Principal's Signature

Original: Bookkeeper

Copy 1: Sponsor

Copy 2: Sponsor

BAD-1-3023 E. 04/07/2012

**SCHOOL DISTRICT OF CLAY COUNTY
TRANSFER REQUEST
INTERNAL FUNDS**

No. T- _____

School: _____

Date: _____

Transfer from the _____ Fund per _____
(Sponsor's signature as authorization)

Transfer to the _____ Fund per _____
(Sponsor's signature as authorization)

Amount to be transferred: \$ _____ *Reason for transfer: _____

Principal's Signature

Original: Bookkeeper

Copy 1: Sponsor

Copy 2: Sponsor

BAD-1-3023 E. 04/07/2012

NSF Log

School Name: _____

[illegible]

Change to your letterhead of address

School Name

School address

City, State, Zip Code

Your phone #

DATE

Vendor/Name

Address

City, State, Zip Code

Our records indicate a check issued to you is still outstanding.

Check # _____ Amount: _____ Dated _____

Please select one of the following options with your signature and date:

(A) _____ I have cashed this check and do not need a replacement check.

(B) _____ I would like you to issue a replacement check and have agreed to the terms stated below.

(C) _____ My Company shows no outstanding liability for your school. Please cancel the check or accept the balance as a donation.

"This is to certify that the above-listed check has not been received or endorsed by me. In consideration of the issuance of a duplicate, I agree to reimburse _____, if the original is presented with my endorsement and is paid."

School Name

SIGNATURE

DATE

If this letter is not returned by _____, we will presume the funds abandoned. Sections 717.113 and 717.115, of Florida Statutes, states that all intangible property and unpaid wages that have remained unclaimed by the owner for more than one year after it becomes payable and distributable is presumed abandoned. Further, Section 717.117 and 717.119, Florida Statutes, requires property presumed abandoned be reported and delivered to the Florida Department of Banking and Finance, at which time you may lose your rights to file a claim for nonpayment.

When returning this letter, please send it to the attention of _____ - Bookkeeper. If you have any questions, call (904) _____

Sincerely,

Principal

Exhibit 24

Request for Taxpayer Identification Number and Certification

Give Form to the
requester. Do not
send to the IRS.

Print or type
See Specific Instructions on page 2.

Name (as shown on your income tax return)	
Business name/disregarded entity name, if different from above	
Check appropriate box for federal tax classification: <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ <input type="checkbox"/> Other (see instructions) ▶ _____	
<input type="checkbox"/> Exempt payee	
Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
City, state, and ZIP code	
List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number								
				-				
Employer identification number								
				-				

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign
Here

Signature of
U.S. person ▶

Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

**Clay County School District
Yearbook Reconciliation**

School:

Date Prepared:

As of Date:

****Only fill in the gray highlighted sections****

Vendor Invoice Details

	Price	Quantity	Total
Number of yearbooks ordered			\$ -
Miscellaneous charges			
Shipping/Handling			
Excess of original order	\$ -		-
Discount (enter as a negative number)			
Total Due			\$ -
Online Sales Credit (purchases made directly online) (enter as a negative number)			
Misc. Credit (invoice credits for items returned to vendor DO NOT include refund checks from vendor)			-
Adjusted Total Due			\$ -

Payments to Vendor

	Date Paid	Check #	
Initial Deposit			
Second Installment			
Third Installment			
Total Paid from Internal Accounts to Vendor			\$ -
Total Still Due to Vendor (should be zero)			\$ -
If not zero, explain reason for outstanding balance to vendor			

Sales - recorded in EPES

	Price (each)	Quantity	Total
Price #1			\$ -
Price #2		-	-
Price #3			-
Price #4			-
Price #5	\$ -		-
Price #6			-
Price #7			-
All add-ons			
Total Sales		-	\$ -

Sales - recorded online

	Quantity	Total
Total Online Sales		\$ -

Clay County School District
Yearbook Reconciliation

School:

Date Prepared:

As of Date:

Only fill in the gray highlighted sections

Results

	Price (each)	Quantity	Total
Total EPES Sales (from above)			\$ -
Refund Checks from Vendor (for yearbooks returned)	\$ -	-	-
Total Advertisement Revenue (recorded in yearbook account)			-
Total Advertisement Revenue (recorded in other account)			-
Total paid from EPES to Vendor (from above)			-
Total			\$ -
(Should be zero. If greater than zero, please provide explanation.) ***see note below***			

Summary

Yearbooks Ordered From Vendor	-
Yearbooks Sold	-
Yearbooks Donated (attach a list of names)	-
Yearbooks Returned to Vendor (credit received in form of refund check)	-
Yearbooks Returned to Vendor (credit received on invoice)	-
Total Yearbooks Currently on Hand (perform physical inventory count)	-

Location of Yearbooks on Hand:

EPES Yearbook Account Reconciliation

Be sure ANY & ALL activity that flowed through EPES Yearbook Fund during the current fiscal year is included in this section

Beginning Balance	
Ending Balance	
Net Activity for Current Year	\$ -
Other Receipts Posted to Yearbook Account	
Other Disbursements Posted to Yearbook Account (enter as a negative number)	
Total Other Activity in Yearbook Account	\$ -
Advertising Revenue (recorded in another account)	\$ -
Total	\$ -
(Should be zero. If greater than zero, please provide explanation.)	
Out of Balance Amount (this MUST be zero)	\$ -

PART 1

SCHOOL DISTRICT OF CLAY COUNTY
AUTHORIZATION TO INCUR TRAVEL

(Part 1 is to be completed prior to departure.)

COPY OF REGISTRATION FORM AND AGENDA/PROGRAM SHOWING DATES, TIME, LOCATION,
REGISTRATION FEES AND ANY MEALS OR LODGING INFORMATION MUST BE ATTACHED.

Name _____ Date: _____

School/Department: _____ Position: _____

Conference Title and Location: _____

Estimated Cost Information: Departure Date: ____/____/20____ Return Date: ____/____/20____

Number of Meals: # _____ Breakfast # _____ Lunch # _____ Dinner Meal Cost \$ _____
Hotel OR Per Diem \$ _____ Registration Fee \$ _____ Transportation Cost \$ _____

Incidental Expenses \$ _____ (Specify: _____) = TOTAL COST \$ _____

Signature of Employee: _____ Date: _____

Signature of Immediate Supervisor: _____ Date: _____

Signature of Cost Center Supervisor: _____ Date: _____
(If different than Immediate Supervisor)

PART 2

VENDOR# _____

OUT-OF-COUNTY TRAVEL VOUCHER FOR REIMBURSEMENT FOR TRAVEL EXPENSES

(Part 2 is to be completed upon completion of travel.)

IF ANY EXPENSES WERE PAID BY PURCHASE ORDER, ATTACH A COPY TO THIS FORM. ATTACH COPIES OF
ALL RECEIPTS/VERIFICATION OF PAYMENTS (EXCEPT INDIVIDUAL MEAL RECEIPTS). INCLUDE PROOF OF
ATTENDANCE (HOTEL RECEIPT, NAME BADGE, CERTIFICATE OF COMPLETION, ETC.)

Date	Travel Performed From Point of Origin to Destination (list each day separately) FROM: _____ TO: _____	Hour of Departure and Hour of Return	Per Diem or Meals	Auto Mileage Claimed	-Incidental- Expenses COST AMOUNT	- Incidental- Expenses TYPE (Room, tolls)
		M				
		M				
		M				
		M				
		M				
		M				
		M				
Did you drive? Yes or No Rode with _____ Did you share a Room? Yes or No With whom? _____ Did you pay for Room personally? Yes or No If NO how was room paid for? _____ Were any meals/lodging included? Yes or No If yes, please list: _____				_____ mi. @ _____		GRAND TOTAL

Location to send payment to: _____

Reimbursement

Approved By: _____ BUDGET CODE: _____ / _____ / _____ / _____ / _____
Fund Function Object Cost Center ProjectI hereby certify or affirm that this travel claim is true and correct in every material matter; that the expenses were actually incurred by the undersigned
as necessary travel expenses in the performance of my official duties; and that same conforms in every respect with the requirements of Section
112.061, Florida Statutes. The School Board of Clay County retains its authority to audit and make any necessary corrections. In addition, should final
audit by the Office of the Auditor General necessitate any changes, the School Board of Clay County retains the authority to seek reimbursement.

Payee: _____ (Signature)

Approved By: _____ Date: _____

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT CLAY COUNTY DISTRICT SCHOOLS PROPOSED INTERNAL ACCOUNTS MANUAL

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement/notice of intent to adopt the proposed Clay County District Schools Internal Accounts Manual.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - June 25, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt the proposed Clay County District Schools Internal Accounts Manual under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed Clay County District Schools Internal Accounts Manual was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt the proposed amendments to its Policies following a public hearing. ***The public hearing shall be held on Thursday, August 6, 2020***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C20 - Monthly Financial Reports for May, 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 May 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 May, 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

☞ [May 2020 Board Monthly Financial Report.pdf](#)

☞ [May 2020 Board Monthly Property Report.pdf](#)

CLAY COUNTY SCHOOL BOARD
SUMMARY OF CASH INVESTMENTS
07/01/2019 thru 05/31/2020

	CASH BALANCE	INVESTMENT AMOUNT	TYPE	GRAND TOTAL
General Fund(3)	21,114,166.85	39,627,451.51	(1) & (4) SBA/OTH	60,741,618.36
Debt Services(5)	0.00	418,878.61	SBA/OTH	418,878.61
Capital Projects	0.00	32,968,735.89	SBA/OTH	32,968,735.89
Special Rev. - Other	0.00	0.00	SBA	0.00
Spec. Rev - Food Service	7,934,512.04	102,207.06	SBA	8,036,719.10
Self Insurance	0.00	5,933,792.71	SBA	5,933,792.71
GRAND TOTAL	29,048,678.89	79,051,065.78		108,099,744.67

NOTES:

1. The rate of interest earned on investments with the State Board of Administration during the month of May, 2020 was 0.77%.
2. For comparison purposes with the General Fund Statement of Revenue, we have completed 91.67% of the fiscal year. All other percentages are only a comparison of cash collections or expenditures to budgeted revenue or appropriations.
3. On the Summary of Cash & Investments, the figure reported for General Fund Investments includes \$1,371,390.92 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 May, 2020 was 0.75%.
5. Trustee Accounts - Amounts placed with SBA by the Florida Department of Education for investment of debt service moneys.

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF REVENUE
07/01/2019 thru 05/31/2020

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Federal Impact	3121	700,000.00	590,000.00	599,980.03	101.69%
	R O T C	3191	365,000.00	365,000.00	301,154.30	82.51%
Federal Direct - Total			1,065,000.00	955,000.00	901,134.33	
Fed thr Loc St	Medicaid	3202	1,700,000.00	1,250,000.00	878,162.76	70.25%
	Federal Through Local Revenue	3280	297,585.00	302,029.00	222,712.66	73.74%
	Other Federal Thru State	3290	0.00	0.00	70,273.77	NA
Fed thr Loc St - Total			1,997,585.00	1,552,029.00	1,171,149.19	
State Sources	Florida Educ Finance Program	3310	190,364,739.00	190,446,268.00	172,078,942.00	90.36%
	Workforce Development	3315	469,160.00	469,160.00	430,056.00	91.67%
	Workforce Performance Incentiv	3317	0.00	11,000.00	11,000.00	100.00%
	CO&DS Withheld/Admin Expense	3323	22,000.00	22,000.00	0.00	0.00%
	State License Tax	3343	25,000.00	25,000.00	26,515.77	106.06%
	District Disc Lottery Funds	3344	130,911.00	92,391.00	35,881.00	38.84%
	Class Size Reduction	3355	40,895,811.00	40,895,811.00	37,390,584.00	91.43%
	School Recognition	3361	2,204,340.00	2,275,119.00	2,275,119.00	100.00%
	Voluntary Pre-K High Schools	3370	96,000.00	96,000.00	104,823.74	109.19%
	Voluntary Pre-K	3371	510,244.00	510,244.00	593,384.82	116.29%
	Miscellaneous State Revenue	3390	4,793,913.00	970,087.18	614,649.37	63.36%
State Sources - Total			239,512,118.00	235,813,080.18	213,560,955.70	
Local Sources	District School Taxes	3411	55,475,629.94	55,378,026.00	54,023,249.90	97.55%
	Prior Year Coll School Taxes	3419	50,000.00	50,000.00	29,722.84	59.45%
	Tax Redemptions	3421	750,000.00	750,000.00	0.00	0.00%
	Rent	3425	300,000.00	300,000.00	296,007.46	98.67%
	Interest Incl Profit On Invest	3430	800,000.00	800,000.00	994,865.75	124.36%
	Gifts Grants & Bequests	3440	60,000.00	167,374.24	142,779.24	85.31%
	Adult Gen Educ Course Fee-GED	3461	44,800.00	44,800.00	33,195.00	74.10%
	Postsecondary Voc Course Fees	3462	0.00	14,749.69	15,147.69	102.70%
	Lifelong Learning Fees	3466	30,000.00	3,588.75	2,619.49	72.99%
	Other Student Fees	3469	861.25	22,612.50	19,545.75	86.44%
	Preschool Program Fees	3471	400,000.00	400,000.00	251,211.55	62.80%
	Other Schl Class Fees	3479	0.00	19,700.90	19,950.90	101.27%
	Miscellaneous Local Sources	3490	1,050,313.50	1,992,888.70	1,906,836.30	95.68%
	Receipt Of Fed Indirect Cost	3494	376,000.00	376,000.00	375,566.88	99.88%
	Other Misc Local Sources	3495	40,000.00	40,000.00	58,830.00	147.08%
	Refund Of Prior Year'S Expense	3497	10,000.00	10,000.00	7,387.59	73.88%
	Lost Damaged &Sale Of Textbooks	3498	5,000.00	5,000.00	530.18	10.60%
	Receipt Of Food Serv Ind Cost	3499	400,000.00	400,000.00	205,255.40	51.31%
Local Sources - Total			59,792,604.69	60,774,740.78	58,382,701.92	
Transfers	Transfer From Capital Projects	3630	4,100,753.00	4,100,753.00	4,227,298.75	103.09%
Transfers - Total			4,100,753.00	4,100,753.00	4,227,298.75	
Other Financing Sources	Capital Lease Agreements	3724	0.00	10,680,670.00	10,680,670.00	100.00%
	Sale Of Equipment	3733	70,000.00	70,000.00	87,579.49	125.11%
Other Financing Sources - Total			70,000.00	10,750,670.00	10,768,249.49	
Revenue			306,588,060.69	313,946,272.96	289,011,489.38	92.06%
Fund Balance July 1, 2019			31,725,396.06	31,725,396.06	31,725,396.06	
Grand Total			338,313,456.75	345,671,669.02	320,736,885.44	92.79%

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2019 thru 05/31/2020

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Energy Serv	Mat Supplies	Cap Outlay	Miscellaneous	Totals	% OF Budget
Basic FEFP K-12	5100	154,839,811.44	153,956,172.96	75,957,601.41	22,290,756.26	14,295,819.92	255.50	5,902,476.09	573,122.72	1,146,664.17	120,167,296.07	78.05%
Exceptional Education	5200	44,112,577.05	44,598,533.33	27,052,692.23	8,713,436.14	2,375,325.35	1,801.62	321,190.54	120,795.48	25,637.78	38,610,879.14	86.05%
Career Education	5300	9,056,642.86	9,287,311.68	4,713,911.33	1,441,237.74	415,231.54	1,859.65	220,464.84	429,296.47	28,552.70	7,250,704.27	78.07%
Adult General	5400	470,644.95	526,638.64	195,419.96	46,076.83	19,052.54	0.00	11,627.60	1,271.61	13,268.33	286,716.87	54.44%
Voluntary Pre K	5500	721,552.27	748,459.69	580,965.57	179,961.65	13,339.86	0.00	8,814.69	677.62	0.00	783,773.39	104.73%
Other Instruction	5900	0.00	0.00	1,114,660.16	166,305.34	0.00	0.00	0.00	0.00	0.00	1,280,965.5	NA
Student Support Services	6100	15,410,559.91	15,609,696.48	10,272,544.45	2,909,947.86	234,058.07	762.00	78,340.96	53,250.06	23,212.15	13,572,115.55	86.95%
Instructional Media Services	6200	4,354,203.54	4,416,741.02	2,502,485.39	786,173.85	165,321.53	0.00	43,176.92	219,450.24	1,497.00	3,718,104.93	84.13%
Curriculum Development	6300	3,789,125.47	3,753,112.21	2,650,743.08	745,208.62	63,762.94	262.00	17,935.61	26,766.27	5,677.80	3,510,356.32	93.53%
Inst Staff Training Services	6400	2,252,300.35	2,451,182.57	1,603,714.46	453,324.06	303,020.26	0.00	14,298.11	19,445.84	5,663.00	2,399,470.73	97.89%
Instruction Related Technology	6500	4,579,437.53	4,663,986.20	2,249,827.56	601,784.18	1,052,842.04	0.00	40,893.42	1,944.56	0.00	3,947,291.76	84.63%
Board	7100	825,800.82	1,130,168.17	342,340.97	127,268.12	199,017.70	0.00	1,437.82	0.00	18,816.25	688,880.86	60.95%
General Administration	7200	735,931.04	604,305.88	358,409.51	132,709.53	34,902.76	877.00	1,546.12	248.01	16,188.50	544,881.43	90.17%
School Administration	7300	15,127,890.64	15,248,537.99	11,300,197.05	3,119,780.00	29,212.75	24.00	36,744.36	32,896.20	15,908.95	14,534,763.31	95.32%
Facilities Acquisition and Construction	7400	3,273,228.74	3,219,195.48	615,401.81	156,211.06	86,318.56	1,262.00	12,657.80	645,092.47	338.20	1,517,281.92	47.13%
Fiscal Services	7500	1,532,116.03	1,343,088.65	883,936.61	207,002.31	3,535.02	0.00	11,775.53	3,054.35	10,619.85	1,119,923.67	83.38%
Food Services	7600	4,454.28	75,226.35	137,598.13	25,889.59	0.00	0.00	0.00	0.00	190.28	163,678.1	217.58%
Central Services	7700	3,716,763.87	3,794,588.96	2,072,634.75	575,669.02	266,111.30	3,075.36	88,689.08	83,149.88	29,997.80	3,119,327.19	82.20%
Pupil Transportation Services	7800	11,299,846.20	22,143,871.89	6,533,687.61	2,059,926.32	138,573.32	758,716.74	572,586.29	10,755,425.30	136,324.01	20,955,239.59	94.63%
Operation of Plant	7900	23,476,816.28	23,584,018.46	5,936,788.69	1,959,197.22	4,648,112.79	5,561,994.63	649,897.69	188,614.96	5,980.99	18,648,586.97	79.07%
Maintenance Of Plant	8100	5,820,069.28	5,817,579.61	2,723,252.00	851,359.90	664,797.23	80,734.37	792,116.85	204,490.41	1,895.16	5,318,645.92	91.42%
Administrative Technology Svcs	8200	1,433,499.88	1,336,532.14	879,351.01	243,407.81	43,853.08	6,542.00	14,832.29	2,480.83	926.66	1,191,393.68	89.14%
Community Services	9100	554,238.90	564,859.51	280,331.72	111,078.98	3,702.90	0.00	36,268.54	2,139.29	26,899.02	460,420.45	81.51%
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		307,387,511.33	318,873,808.07	160,658,495.46	47,903,722.39	25,055,961.48	6,418,166.37	8,877,771.15	13,362,212.57	1,514,363.60	263,790,703.52	

Nonspendable Fund Balance	6/30/2020	278,104.36	1,011,000.00
Restricted Fund Balance	6/30/2020	3,000,000.00	1,982,976.87
Assigned Fund Balance	6/30/2020	12,641,745.00	8,558,533.00
Unassigned Fund Balance	6/30/2020	15,006,096.00	15,245,351.08
Total Fund Balance	6/30/2020	30,925,945.36	26,797,860.95

Grand Totals

338,313,456.69 **345,671,669.02**

56,946,181.92

320,736,885.44

92.75%

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF REVENUE
07/01/2019 thru 05/31/2020

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Local Sources	District School Taxes	3411	12,150,490.06	12,200,490.06	11,641,725.51	95.42%
Local Sources - Total			12,150,490.06	12,200,490.06	11,641,725.51	
Revenue			12,150,490.06	12,200,490.06	11,641,725.51	
Grand Total			12,150,490.06	12,200,490.06	11,641,725.51	95.42%

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2019 thru 05/31/2020

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Energy Servcs	Mat Supplies	Cap Outlay	Miscellaneous	Totals	% OF Budget
Facilities Acquisition & Const	7400	2,678,504.06	2,678,504.06	0.00	0.00	789.55	0.00	49,741.93	1,394,216.35	0.00	1,444,747.83	53.94%
Facilities (Staff Development)	7700	3,750.00	3,750.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.	0.00%
Operation of Plant	7900	9,518,236.00	9,518,236.00	2,807,115.29	1,094,716.40	447,961.87	31,699.76	66,736.10	2,380,087.29	494.53	6,828,821.24	71.74%
Maintenance Of Plant	8100	0.00	0.00	49,711.60	15,420.47	0.00	0.00	0.00	0.00	0.00	65,132.07	NA
Total Expense		12,200,490.06	12,200,490.06	2,856,826.89	1,110,136.87	448,751.42	31,699.76	116,478.03	3,774,313.64	494.53	8,338,701.14	
Unassigned Fund Balance	6/30/2020	(50,000.00)	0.00								3,303,024.37	
Total Fund Balance	6/30/2020	(50,000.00)	0.00								3,303,024.37	
Grand Totals		12,150,490.06	12,200,490.06								11,641,725.51	95.42%

CLAY COUNTY SCHOOL BOARD
DEBT SERVICE FUND
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2019 Thru 05/31/2020

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	0.00	0.00	12,392.36	NA
Total Local Sources		0.00	0.00	12,392.36	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Withhld For SBE Bonds	3322	67,560.00	67,560.00	0.00	0.00%
Racing Commission Funds	3341	215,955.00	215,955.00	223,250.00	103.38%
Total State Sources		283,515.00	283,515.00	223,250.00	

Transfers

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Transfer From Capital Projects	3630	5,124,511.00	6,740,070.42	2,258,764.42	33.51%
Total Transfers		5,124,511.00	6,740,070.42	2,258,764.42	
Total REVENUE AND TRANSFERS		5,408,026.00	7,023,585.42	2,494,406.78	35.51%
Fund Balance July 1, 2019		444,699.31	444,699.31	444,699.31	
GRAND TOTAL		5,852,725.31	7,468,284.73	2,939,106.09	39.35%

EXPENDITURES

Debt Service

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Redempt Of Prnc	710	4,008,460.00	5,551,783.21	1,663,323.21	29.96%
Interest	720	1,382,366.50	1,454,602.71	811,396.23	55.78%
Dues And Fees	730	16,100.00	16,100.00	40,452.16	251.26%
Total Debt Service		5,406,926.50	7,022,485.92	2,515,171.60	
Total EXPENDITURES		5,406,926.50	7,022,485.92	2,515,171.60	

FUND BALANCE

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2020	2750	445,798.81	445,798.81	423,934.49	
GRAND TOTAL		5,852,725.31	7,468,284.73	2,939,106.09	39.35%

CLAY COUNTY SCHOOL BOARD
CAPITAL IMPROVEMENTS FUNDS
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2019 Thru 05/31/2020

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
District Local Cap Improv Taxes	3413	18,300,735.54	18,300,735.54	17,821,725.47	97.38%
Local Sales Taxes	3418	1,700,000.00	1,700,000.00	1,361,221.63	80.07%
Prior Year Coll School Taxes	3419	0.00	0.00	8,918.37	NA
Interest Incl Profit On Invest	3430	232,000.00	232,000.00	120,969.95	52.14%
Impact Fees	3496	5,000,000.00	5,000,000.00	7,539,235.87	150.78%
Refund Of Prior Year'S Expense	3497	0.00	0.00	9,447.60	NA
Total Local Sources		25,232,735.54	25,232,735.54	26,861,518.89	

Other Financing Sources - Total

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Sale Of Equipment	3733	0.00	0.00	193,793.35	NA
Other Financing Sources - Total		0.00	0.00	193,793.35	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Distribut To District	3321	1,399,065.30	1,399,065.30	0.00	0.00%
Interest On Undistrib CO & DS	3325	22,977.62	26,794.37	0.00	0.00%
Miscellaneous State Revenue	3390	1,191,936.28	711,666.00	1,334,669.75	187.54%
Total State Sources		2,613,979.20	2,137,525.67	1,334,669.75	
Total REVENUE AND TRANSFERS		27,846,714.74	27,370,261.21	28,389,981.99	103.73%
Fund Balance July 1, 2019		23,801,156.43	23,801,156.43	23,801,156.43	
GRAND TOTAL		51,647,871.17	51,171,417.64	52,191,138.42	101.99%

EXPENDITURES

Debt Service

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Redempt Of Prnc	710	2,700,267.21	1,156,944.00	1,073,107.61	92.75%
Interest	720	203,869.15	105,200.00	90,746.71	86.26%
Total Debt Service		2,904,136.36	1,262,144.00	1,163,854.32	

Gen Sup Svc

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
AV Mat \$1000/Ovr	621	10,000.00	10,000.00	0.00	0.00%
AV Mat L/T \$1000	622	15,000.00	15,000.00	1,617.30	10.78%
Bldgs & Fixed Eq	630	11,038,106.26	10,083,386.39	997,363.22	9.89%
Dir Purch Bldgs	631	600,000.00	819,145.31	81,008.12	9.89%
Equip \$1000 Over	641	255,000.00	235,000.00	27,842.97	11.85%
Equip L/T \$1000	642	230,174.80	428,561.49	351,318.45	81.98%
Comp Hdw > \$1000	643	73,353.09	41,795.84	21,174.55	50.66%
Cptr Hdw <\$1000	644	256,517.74	141,911.51	117,389.26	82.72%
TechRel FE >1000	648	25,000.00	25,000.00	0.00	0.00%
TechRel FFE<1000	649	20,257.70	20,257.70	19,549.13	96.50%
Vehicles	652	199,352.00	189,104.00	169,104.00	89.42%
Land	660	193,993.22	100,000.00	0.00	0.00%
Improvement Non-Bldg	670	5,718,219.22	707,642.82	701,379.31	99.11%
Capitalized Improvement Non-Bldg	671	49,277.86	34,846.73	34,263.91	98.33%
Non-Cap Imp Non-Bldg	672	0.00	3,840,252.42	1,605,163.28	41.80%
Remodeling and Renovations	680	43,993.22	0.00	(266.90)	NA
Capitalized Remodlg	681	3,480,467.01	3,550,809.67	2,825,366.88	79.57%
Non-Capitalized Remodlg Renovat	682	7,521,634.90	8,795,788.30	2,933,555.43	33.35%
Dir Prch-Cap Remodlg	683	240,000.00	290,000.00	0.00	0.00%
Dir Purch-Non-Cap Remodlg	684	685,000.00	493,000.00	138,852.18	28.16%
Software >1000	691	304,520.00	1,297,473.64	646,478.82	49.83%
Software <1000	692	0.00	760,620.17	724,977.43	95.31%
Total Gen Sup Svc		30,959,867.02	31,879,595.99	11,396,137.34	

Xfer Of Funds

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Xfer To Gen Fnd	910	4,170,753.00	4,100,753.00	4,227,298.75	103.09%
Xfer To Dbt Svc	920	5,124,511.00	6,740,070.42	2,258,764.42	33.51%
Xfer To Cap Prj	930	0.00	0.00	0.00	0.00%
Total Xfer Of Funds		9,295,264.00	10,840,823.42	6,486,063.17	
Total EXPENDITURES		43,159,267.38	43,982,563.41	19,046,054.83	

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2020	2750	8,488,603.79	7,188,854.23	33,145,083.59	
GRAND TOTAL		51,647,871.17	51,171,417.64	52,191,138.42	101.99%

CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - FOOD SERVICES
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2019 Thru 05/31/2020

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	27,015.90	270.16%
Student Lunches	3451	2,261,050.00	2,261,050.00	1,832,217.60	81.03%
Student Breakfasts	3452	194,580.00	194,580.00	160,715.10	82.60%
Adult Breakfasts/Lunches	3453	1,800.00	1,800.00	1,608.00	89.33%
Student and Adult A La Carte	3454	1,700,000.00	1,700,000.00	1,307,184.93	76.89%
Miscellaneous Local Sources	3490	5,000.00	5,000.00	36,145.67	722.91%
Total Local Sources		4,172,430.00	4,172,430.00	3,364,887.20	
Federal thru Local and State					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Lunch Reimbursement	3261	9,846,830.00	9,846,830.00	7,245,935.58	73.59%
School Breakfast Reimbursement	3262	2,314,814.00	2,314,814.00	1,801,365.03	77.82%
After School Snack Reimb	3263	0.00	0.00	32,998.70	NA
U S D A Donated Commoditi	3265	1,200,000.00	1,200,000.00	0.00	0.00%
Cash in Lieu of Donated Foods	3266	15,000.00	15,000.00	0.00	0.00%
Summer Food Service Program	3267	100,000.00	100,000.00	79,681.83	79.68%
Total Fed thru Local and State		13,476,644.00	13,476,644.00	9,159,981.14	
State Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Breakfast Supplement	3337	60,000.00	60,000.00	83,133.00	138.56%
School Lunch Supplement	3338	85,000.00	85,000.00	83,133.00	97.80%
Total State Sources		145,000.00	145,000.00	166,266.00	
Total REVENUE AND TRANSFERS		17,794,074.00	17,794,074.00	12,691,134.34	71.32%
Fund Balance July 1, 2019		5,099,294.00	5,099,294.00	5,099,294.00	
GRAND TOTAL		22,893,368.00	22,893,368.00	17,790,428.34	77.71%
EXPENDITURES					
Gen Sup Svc					
	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Administrator	110	1,971,171.00	1,971,171.00	1,862,986.52	94.51%
Other Support	160	3,569,212.86	3,569,212.86	3,520,629.63	98.64%
Retirement	210	476,609.94	476,609.94	468,909.30	98.38%
Social Security	220	420,209.16	420,209.16	391,872.52	93.26%
Group Insurance	230	632,731.37	632,731.37	1,159,690.80	183.28%
Workmans Comp	240	77,134.64	77,134.64	74,409.93	96.47%
Pro & Tech Services	310	0.00	1,327.38	1,327.38	100.00%
Prof Svcs - Kelly Substitutes	313	0.00	48,495.00	34,769.65	71.70%
Travel-In County	331	6,400.00	11,400.00	6,213.51	54.50%
Travel-Out Cnly	332	2,500.00	2,500.00	1,229.18	49.17%
Trvl-Out State	333	2,500.00	0.00	0.00	0.00%
Repairs And Maintenance	350	25,000.00	15,891.77	12,593.77	79.25%
Rentals	360	20,000.00	5,000.00	2,855.28	57.11%
Tech Rentals	369	44,000.00	29,658.50	29,658.50	100.00%
Communications	370	2,000.00	0.00	0.00	0.00%
Stamps	371	24,500.97	12,500.97	7,373.50	58.98%
Cell Phones	378	2,500.00	600.00	484.07	80.68%
Other Purch Svc	390	109,595.00	72,700.00	59,100.00	81.29%
Printing	391	5,000.00	6,777.17	6,777.17	100.00%
Bottled Gas	420	3,128.76	3,128.76	197.63	6.32%
Electricity	430	143,496.35	156,500.00	83,409.20	53.30%
Gasoline	450	4,000.00	4,000.00	3,330.00	83.25%
Diesel Fuel	460	2,000.00	2,000.00	1,945.00	97.25%
Supplies	510	850,994.17	704,321.95	495,155.17	70.30%
Toner/Type Fee	515	25,963.57	8,000.00	5,013.69	62.67%
Tech Supplies	519	500.00	500.00	444.88	88.98%
Oil & Grease	540	1,000.00	1,000.00	126.00	12.60%
Repair Parts	550	3,000.00	11,461.00	3,704.00	32.32%
Tires & Tubes	560	1,000.00	1,000.00	22.00	2.20%
Food	570	7,072,002.83	7,034,655.82	5,131,082.80	72.94%
Commodities	580	1,200,000.00	1,200,000.00	0.00	0.00%
AV Mat L/T \$1000	622	170.00	1,170.00	394.93	33.75%
Equip \$1000 Over	641	41,925.08	76,925.08	46,765.21	60.79%
Equip L/T \$1000	642	68,158.40	77,669.34	62,416.74	80.36%
Cptr Hdw <\$1000	644	20,000.00	6,200.00	6,197.18	99.95%
TechRel FFE<1000	649	2,500.00	2,500.00	2,096.77	83.87%
Vehicles	652	25,000.00	77,449.73	18,463.00	23.84%
Cap Remodlg	681	378,599.52	510,602.18	378,833.97	74.19%
Non-Cap Remo/Ren	682	0.00	15,000.00	13,300.29	88.67%
Software >1000	691	2,500.00	0.00	0.00	0.00%
Dues And Fees	730	30,364.00	19,364.00	13,997.77	72.29%
OTH Pers Svcs	750	23,003.65	23,003.65	23,003.65	100.00%
Misc Ex/Ind Cst	792	225,000.00	225,000.00	205,255.40	91.22%
Total Gen Sup Svc		17,515,371.47	17,515,371.47	14,136,035.99	
Total EXPENDITURES		17,515,371.47	17,515,371.47	14,136,035.99	80.71%
Fund Balance June 30, 2020	2750	5,377,996.53	5,377,996.53	3,654,392.35	
GRAND TOTAL		22,893,368.00	22,893,368.00	17,790,428.34	77.71%

CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF REVENUE
07/01/2019 thru 05/31/2020

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Miscellaneous Federal Direct	3199	0.00	736,484.54	139,108.07	18.89%
Federal Direct - Total			0.00	736,484.54	139,108.07	
Fed thru Local and State	Career And Technical Education	3201	304,780.00	328,349.00	115,755.54	35.25%
	Adult General Education	3221	230,914.31	230,914.31	203,284.20	88.03%
	English Literacy And Civics Ed	3222	33,234.00	33,234.00	22,841.54	68.73%
	Title II	3226	1,088,628.59	1,681,456.31	695,047.53	41.34%
	I D E A	3230	8,932,749.00	8,932,749.00	6,039,328.00	67.61%
	Title I - Elem & Secondary Ed	3240	5,676,388.97	6,472,042.23	4,121,649.79	63.68%
	Title III	3241	160,028.00	201,436.23	119,170.65	59.16%
	Twenty-First Century Schools	3242	713,674.88	932,884.42	575,692.27	61.71%
	Federal Through Local Revenue	3280	0.00	5,422.49	634.49	11.70%
Other Federal Thru State	3290	801,808.80	375,361.94	287,809.37	76.68%	
Fed thru Local and State - Total			17,942,206.55	19,193,849.93	12,181,213.38	
Local Sources	Interest Incl Profit On Invest	3430	0.00	0.00	205.96	NA
Local Sources - Total			0.00	0.00	205.96	
Total			17,942,206.55	19,930,334.47	12,320,321.45	61.82%

CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2019 thru 05/31/2020

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Energy Svcs	Mat Supplies	Cap Outlay	Miscellaneous	Totals	% OF Budget
Basic FEPP K-12	5100	4,819,698.36	5,708,358.00	1,993,683.75	654,189.13	170,120.58	0.00	383,484.80	206,225.68	3,868.04	3,411,571.98	59.76%
Exceptional Education	5200	4,943,713.47	5,190,763.96	2,335,021.79	865,400.28	250,497.50	0.00	24,066.46	3,661.85	0.00	3,478,647.88	67.02%
Applied Technology	5300	248,360.00	271,929.00	0.00	0.00	2,035.00	0.00	9,004.50	82,303.47	2,250.00	95,592.97	35.15%
Adult General Education	5400	104,482.78	104,608.78	50,692.75	18,819.76	49.50	0.00	850.87	4,817.39	4,264.00	79,494.27	75.99%
Other Instruction	5900	69,169.58	210,920.58	105,687.90	18,570.04	384.00	0.00	2,950.82	0.00	0.00	127,592.76	60.49%
Student Support Services	6100	1,916,449.79	1,822,796.61	829,132.34	261,574.51	54,639.11	0.00	33,901.78	0.00	1,862.25	1,181,109.99	64.80%
Instructional Media	6200	11,024.53	5,639.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00%
Inst. & Curric. Dev Services	6300	2,228,751.68	2,241,545.42	1,275,488.88	365,578.22	20,255.71	0.00	3,172.74	0.00	0.00	1,664,495.55	74.26%
Inst. Staff Training Services	6400	2,514,214.45	2,785,252.44	842,204.69	235,513.17	462,546.16	0.00	21,767.78	5,468.45	30,489.50	1,597,989.75	57.37%
Instruction Related Technology	6500	0.00	403,813.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00%
General Administration	7200	634,870.12	631,577.91	0.00	0.00	0.00	0.00	0.00	0.00	375,566.88	375,566.88	59.46%
School Administration	7300	87,151.93	87,132.93	42,998.95	8,197.42	0.00	0.00	0.00	0.00	0.00	51,196.37	58.76%
Central Services	7700	32,605.96	32,810.33	0.00	0.00	741.37	0.00	0.00	0.00	0.00	741.37	2.26%
Pupil Transportation Services	7800	86,100.90	187,571.88	21,454.84	3,704.19	24,519.57	27,401.08	0.00	0.00	0.00	77,079.68	41.09%
Operation Of Plant	7900	242,613.00	242,613.00	0.00	0.00	169,787.00	0.00	6,455.00	0.00	0.00	176,242.00	72.64%
Administrative Technology Svcs	8200	3,000.00	3,000.00	0.00	0.00	3,000.00	0.00	0.00	0.00	0.00	3,000.00	100.00%
Community Services	9100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Total Expense		17,942,206.55	19,930,334.47	7,496,365.89	2,431,546.72	1,158,575.50	27,401.08	485,654.75	302,476.84	418,300.67	12,320,321.45	61.82%

CLAY COUNTY SCHOOL BOARD
SELF INSURANCE FUND
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2019 Thru 05/31/2020

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	71,250.00	71,250.00	120,631.59	169.31%
Charges For Services	3481	2,546,106.00	2,546,106.00	2,440,636.80	95.86%
Total Local Sources		2,617,356.00	2,617,356.00	2,561,268.39	
Total REVENUE AND TRANSFERS		2,617,356.00	2,617,356.00	2,561,268.39	
Fund Balance July 1, 2019		5,069,117.00	5,069,117.00	5,069,117.00	
GRAND TOTAL		7,686,473.00	7,686,473.00	7,630,385.39	99.27%

EXPENDITURES

Gen Sup Svc

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Workmans Comp	240	1,306,260.00	1,306,260.00	1,109,256.18	76.79%
Pro & Tech Serv	310	169,293.00	169,293.00	162,858.98	96.20%
Ins & Bond Prem	320	1,120,553.00	1,120,553.00	967,854.74	86.27%
Total Gen Sup Svc		2,596,106.00	2,596,106.00	2,239,969.90	
Total EXPENDITURES		2,596,106.00	2,596,106.00	2,239,969.90	

FUND BALANCE

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2020	2750	5,090,367.00	5,090,367.00	5,390,415.49	
Total Fund Balance		5,090,367.00	5,090,367.00	5,390,415.49	
GRAND TOTAL		7,686,473.00	7,686,473.00	7,630,385.39	99.27%

MAY, 2020

LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0020 FL YOUTH CHALLENGE ACADEMY	4,120.00								4,120.00
0021 GREEN COVE SPRINGS JUNIOR HIGH	317,014.20								317,014.20
0071 CHARLES E BENNETT ELEMENTARY	118,304.68								118,304.68
0111 BANNERMAN LEARNING CENTER	143,426.04								143,426.04
0201 ORANGE PARK ELEMENTARY	138,558.15								138,558.15
0232 GROVE PARK ELEMENTARY	136,475.58								136,475.58
0241 W E CHERRY ELEMENTARY	188,191.51								188,191.51
0252 ORANGE PARK HIGH	1,202,587.57							1,099.00	1,201,488.57
0261 DOCTORS INLET ELEMENTARY	118,413.73	3,805.00							122,218.73
0271 MIDDLEBURG ELEMENTARY	210,875.30								210,875.30
0301 KEYSTONE HEIGHTS ELEMENTARY	298,825.11								298,825.11
0311 KEYSTONE HEIGHTS JR/SR HIGH	668,872.10			4,129.00					673,001.10
0331 S BRYAN JENNINGS ELEMENTARY	183,359.02								183,359.02
0341 CLAY HIGH SCHOOL	831,130.51								831,130.51
0351 LAKESIDE JUNIOR HIGH	385,080.93								385,080.93
0352 LAKESIDE ELEMENTARY	195,282.35								195,282.35
0361 ORANGE PARK JUNIOR HIGH	361,845.80								361,845.80
0371 WILKINSON JUNIOR HIGH	418,918.25	2,697.49							421,615.74
0381 MONTCLAIR ELEMENTARY	120,293.36								120,293.36
0391 MIDDLEBURG HIGH SCHOOL	1,266,182.71								1,266,182.71
0401 RIDGEVIEW ELEMENTARY	197,163.84								197,163.84
0411 CLAY HILL ELEMENTARY	215,822.19								215,822.19
0431 RIDGEVIEW HIGH SCHOOL	1,004,227.16								1,004,227.16
0451 LAKE ASBURY ELEMENTARY	194,050.76								194,050.76
0471 ROBERT M PATERSON ELEMENTARY	169,149.00					1,036.35			170,185.35
0481 LAKE ASBURY JUNIOR HIGH	563,426.43								563,426.43
0491 WILKINSON ELEMENTARY	234,816.39								234,816.39
0501 TYNES ELEMENTARY	222,074.07								222,074.07
0511 MCRAE ELEMENTARY	199,260.33								199,260.33
0521 FLEMING ISLAND ELEMENTARY	187,226.51								187,226.51
0531 THUNDERBOLT ELEMENTARY	237,528.44								237,528.44
0541 RIDEOUT ELEMENTARY	141,828.94								141,828.94
0551 FLEMING ISLAND HIGH SCHOOL	987,677.75			26,509.00		4,090.00			1,018,276.75
0571 SWIMMING PEN CREEK ELEMENTARY	125,207.55	2,286.02							127,493.57
0591 ARGYLE ELEMENTARY SCHOOL	149,381.49								149,381.49
0601 COPPERGATE ELEMENTARY	160,780.82								160,780.82
0611 OAKLEAF JUNIOR HIGH	503,110.94								503,110.94
0621 OAKLEAF VILLAGE ELEMENTARY	300,786.38								300,786.38
0631 SHADOWLAWN ELEMENTARY	233,557.84								233,557.84
0641 DISCOVERY OAKS ELEMENTARY	650,971.86								650,971.86
0651 PLANTATION OAKS ELEMENTARY	619,677.22								619,677.22

MAY, 2020

[illegible]

MAY, 2020									
LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0311	KEYSTONE HEIGHTS JR/SR HIGH	2,500.00							2,500.00
0341	CLAY HIGH SCHOOL	5,599.00							5,599.00
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							62,910.00
9023	FACILITY PLANNING & CONSTRUCT	21,441.02							21,441.02
9040	INFORMATION SERVICES	4,076,061.44		5,984.71					4,082,046.15
9050	BUSINESS AFFAIRS	11,240.83							11,240.83
9110	FOOD & NUTRITION SERVICES	41,095.00							41,095.00
	TOTAL	4,352,502.01	0.00	5,984.71	0.00	0.00	0.00	0.00	4,358,486.72

Clay County Public Schools Audio Visual

Location Number	Begin Balance	New Purchase	Other	Monthly Deletions	Ending Balance
0111 BANNERMAN LEARNING CENTER	2,402.11	0.00	0.00	0.00	2,402.11
0252 ORANGE PARK HIGH	10,039.04	1,125.00	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	5,792.87	0.00	0.00	0.00	5,792.87
0361 ORANGE PARK JUNIOR HIGH	2,658.00	0.00	0.00	0.00	2,658.00
0391 MIDDLEBURG HIGH SCHOOL	9,650.45	0.00	0.00	0.00	9,650.45
0431 RIDGEVIEW HIGH SCHOOL	1,069.20	0.00	0.00	0.00	1,069.20
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
	54,012.72	1,125.00	0.00	0.00	55,137.72

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	37,005,047.06	45,021.00	0.00	411,624.33	36,638,443.73
	37,007,597.91	45,021.00	0.00	411,624.33	36,640,994.58

DRAFT

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C21 - Budget Amendment for Month Ending May 31, 2020

Description

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes as outlined in the attached statements.

Gap Analysis

The monthly budget amendments 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 past (normal) practice to provide budget amendments, in accordance with Florida State Board of Education Administrative Rule 6A-1.006.

Expected Outcomes

The monthly budget amendments are provided to meet stewardship responsibilities of the district for reporting and accountability of the district budget.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approval of the Budget Amendments as presented for May 31, 2020.

Contact

Dr, Susan M. Legutko Assistant Superintendent for Business Affairs (904) 336-6721

Financial Impact

As presented

Review Comments

Attachments

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C22 - Deletion of Certain Items Report - June, 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 May, 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 - June, 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-June, 2020.pdf](#)

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 06/30/2020

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>		<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>
<u>LCTN</u> <u>0111</u> <u>BANNERMAN LEARNING CENTER</u>							
Junk/Parts	00058551	ICE MACHINE SELF CONTAINED	Furniture,Fixtures & Equipment	05/18/1995	06/01/2020	2,916.00	2,916.00
						2,916.00	0.00
<u>LCTN</u> <u>0241</u> <u>W E CHERRY ELEMENTARY</u>							
Junk/Parts	00080602	PRINTER:POSTER - PROIMAGE XL30	Furniture,Fixtures & Equipment	11/25/2003	06/01/2020	4,995.00	4,995.00
Junk/Parts	12000475	LAMINATOR: ROLL GBC PINNACLE27	Furniture,Fixtures & Equipment	02/23/2012	06/01/2020	1,495.00	1,495.00
						6,490.00	7,911.00
<u>LCTN</u> <u>0252</u> <u>ORANGE PARK HIGH</u>							
Junk/Parts	00060212	DRUM SET:LUDWIG 5 PIECE	Furniture,Fixtures & Equipment	09/05/1995	06/01/2020	1,610.00	1,610.00
Surplus Sale	00079058	PRESENTER:ELMO VISUAL - ELMHV5	Furniture,Fixtures & Equipment	05/27/2004	06/01/2020	2,234.00	2,234.00
Junk/Parts	00090327	SOUND SYSTEM: BOSE PS1	Furniture,Fixtures & Equipment	07/20/2006	06/01/2020	1,699.99	1,699.99
Missing	12000613	HORN: DOUBLE FRENCH - HOLTON H	Furniture,Fixtures & Equipment	05/10/2012	06/01/2020	2,549.99	2,549.99
						8,093.98	7,038.99
<u>LCTN</u> <u>0261</u> <u>DOCTORS INLET ELEMENTARY</u>							
Junk/Parts	00088769	ICE MAKER: MODULAR FLAKER W/BI	Furniture,Fixtures & Equipment	10/31/2006	06/01/2020	3,150.00	3,150.00
						3,150.00	2,549.99
<u>LCTN</u> <u>0331</u> <u>S BRYAN JENNINGS ELEMENTARY</u>							
Missing	00097562	LAPTOP: DELL LATITUDE E6400	Furniture,Fixtures & Equipment	11/25/2008	06/01/2020	1,177.57	1,177.57
Missing	09000819	TEACHER STATION: C/M/K/PRT/WEB	Furniture,Fixtures & Equipment	08/13/2009	06/01/2020	2,924.57	2,924.57
						4,102.14	4,327.57
<u>LCTN</u> <u>0341</u> <u>CLAY HIGH SCHOOL</u>							
Surplus Sale	00075422	PROJECTOR: HITACHI MULTIMEDIA	Furniture,Fixtures & Equipment	01/11/2001	06/01/2020	2,225.22	2,225.22
Surplus Sale	00075450	PROJECTOR:HITACHI LCD SVGA	Furniture,Fixtures & Equipment	01/24/2002	06/01/2020	1,698.00	1,698.00
Surplus Sale	00077380	PROJECTOR: SVGA HITACHI 1100 L	Furniture,Fixtures & Equipment	06/13/2002	06/01/2020	1,469.31	1,469.31
Missing	15000472	CAMERA: DIGITAL SLR - NIKON D7	Furniture,Fixtures & Equipment	11/13/2014	06/01/2020	1,646.95	1,097.97
Missing	15000473	CAMERA: DIGITAL SLR - NIKON D7	Furniture,Fixtures & Equipment	11/13/2014	06/01/2020	1,646.95	1,097.97
						8,686.43	9,415.07
<u>LCTN</u> <u>0352</u> <u>LAKESIDE ELEMENTARY</u>							
Missing	00071950	COMPUTER:APPLE IMAC	Furniture,Fixtures & Equipment	10/12/2000	06/01/2020	1,048.00	1,048.00
						1,048.00	1,097.97
<u>LCTN</u> <u>0361</u> <u>ORANGE PARK JUNIOR HIGH</u>							

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Surplus Sale	00077322	PROJECTOR: HITACHI LCD MOBILE	Furniture,Fixtures & Equipment	01/24/2002	06/01/2020	1,698.00	1,698.00
Surplus Sale	00096573	CART: LAPTOP SECURITY 16-MODUL	Furniture,Fixtures & Equipment	12/18/2008	06/01/2020	1,138.00	1,138.00
Surplus Sale	14100073	LAPTOP - DELL LATITUDE E6430+W	Furniture,Fixtures & Equipment	09/12/2013	06/01/2020	1,183.39	1,183.39
Surplus Sale	15000675	CART: DELL MOBILE COMPUTING	Furniture,Fixtures & Equipment	01/15/2015	06/01/2020	2,265.99	2,265.99
Surplus Sale	15000676	CART: DELL MOBILE COMPUTING	Furniture,Fixtures & Equipment	01/15/2015	06/01/2020	2,265.99	2,265.99
						8,551.37	7,333.38
LCTN 0371 WILKINSON JUNIOR HIGH							
Missing	00026549	SAXOPHONE:BARITONE YAMAHA	Furniture,Fixtures & Equipment	12/17/1981	06/01/2020	1,475.00	1,475.00
Missing	00043843	HORN:YAMAHA FRENCH	Furniture,Fixtures & Equipment	09/15/1988	06/01/2020	1,275.00	1,275.00
Missing	00057894	TABLE:DEMONSTRATE W/MIRRORS	Furniture,Fixtures & Equipment	07/23/1997	06/01/2020	1,006.05	1,006.05
Missing	00092893	CART: LAPTOP SECURITY 16-MODUL	Furniture,Fixtures & Equipment	11/25/2008	06/01/2020	1,138.00	1,138.00
Missing	00093308	LAPTOP: LATITUDE D520 - DELL	Furniture,Fixtures & Equipment	09/27/2007	06/01/2020	1,139.00	1,139.00
Missing	00095068	CART: LAPTOP SECURITY 16-MODUL	Furniture,Fixtures & Equipment	11/25/2008	06/01/2020	1,138.00	1,138.00
Missing	00095478	LAPTOP: MACBOOK PRO 15 INCH -	Furniture,Fixtures & Equipment	05/22/2008	06/01/2020	2,452.00	2,452.00
Missing	14000264	IMAC - APPLE 27 " ZOPF"	Furniture,Fixtures & Equipment	11/21/2013	06/01/2020	2,152.99	2,152.99
						11,776.04	11,889.04
LCTN 0391 MIDDLEBURG HIGH SCHOOL							
Surplus Sale	12000469	C/M/K - DELL PRECISION T1600	Furniture,Fixtures & Equipment	02/09/2012	06/01/2020	1,224.00	1,224.00
Surplus Sale	12000471	C/M/K:DELL PRECISION T7500 WOR	Furniture,Fixtures & Equipment	02/09/2012	06/01/2020	3,339.00	3,339.00
						4,563.00	3,376.99
LCTN 0401 RIDGEVIEW ELEMENTARY							
Missing	00080139	LAPTOP:LATITUDE D800 - DELL PM	Furniture,Fixtures & Equipment	10/09/2003	06/01/2020	2,018.00	2,018.00
						2,018.00	3,339.00
LCTN 0431 RIDGEVIEW HIGH SCHOOL							
Missing	00078667	PROJECTOR: LUMENS SVGA LCD	Furniture,Fixtures & Equipment	02/13/2003	06/01/2020	1,375.00	1,375.00
Missing	00091600	PROJECTOR: POWERLITE LCD - EPS	Furniture,Fixtures & Equipment	12/13/2007	06/01/2020	1,075.00	1,075.00
Missing	12000723	LAPTOP: DELL LATITUDE E6420	Furniture,Fixtures & Equipment	06/07/2012	06/01/2020	1,123.54	1,123.54
Missing	14001344	LAPTOP: DELL LATITUDE E6540	Furniture,Fixtures & Equipment	06/05/2014	06/01/2020	1,358.27	1,358.27
						4,931.81	5,591.54
LCTN 0511 MCRAE ELEMENTARY							
Missing	09000817	TEACHER STATION: C/M/K/PRT/WEB	Furniture,Fixtures & Equipment	08/13/2009	06/01/2020	2,924.58	2,924.58
						2,924.58	1,358.27

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FLEMING ISLAND HIGH SCHOOL							
Missing	00079180	PROJECTOR:LCD SVGA PHILIPS 150	Furniture,Fixtures & Equipment	08/28/2003	06/01/2020	1,630.00	1,630.00
Missing	00079419	EUPHONIUM: SILVER - MACK EU115	Furniture,Fixtures & Equipment	09/11/2003	06/01/2020	1,859.00	1,859.00
Missing	00080750	SOUSAPHONE: SILVER W/CASE - YA	Furniture,Fixtures & Equipment	01/25/2007	06/01/2020	5,122.95	5,122.95
Missing	00083830	CUTTER: WALL MOUNT - FLETCHER	Furniture,Fixtures & Equipment	10/26/2006	06/01/2020	2,011.00	2,011.00
Missing	13000562	CAMERA: DIGITAL - CANON EOS60D	Furniture,Fixtures & Equipment	04/11/2013	06/01/2020	1,164.00	1,039.29
Missing	16000089	EUPHONIUM: SILVER - MACK EU115	Furniture,Fixtures & Equipment	12/10/2015	06/01/2020	1,049.00	536.99
Missing	17000133	LENS: CAMERA - SIGMA 150-600MM	Furniture,Fixtures & Equipment	04/27/2017	06/01/2020	1,289.00	398.98
						14,124.95	15,123.81
OAKLEAF JUNIOR HIGH							
Junk/Parts	00090937	ICE MAKER: CUBE LOW PROFILE W/	Furniture,Fixtures & Equipment	09/12/2006	06/01/2020	2,416.00	2,416.00
						2,416.00	398.98
OAKLEAF HIGH SCHOOL							
Missing	10001805	LAPTOP - APPLE MACBOOK MC207LL	Furniture,Fixtures & Equipment	06/29/2010	06/01/2020	1,000.48	1,000.48
Surplus Sale	11000028	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000030	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000032	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000034	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000037	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000040	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000044	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000047	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000050	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000054	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Surplus Sale	11000056	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	06/01/2020	1,589.58	1,589.58
Missing	11000065	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	06/01/2020	1,093.59	1,093.59
Missing	11000070	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	06/01/2020	1,093.59	1,093.59
Missing	11000102	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	06/01/2020	1,093.59	1,093.59
Missing	11000116	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	06/01/2020	1,093.59	1,093.59
Missing	11000134	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	06/01/2020	1,093.59	1,093.59
Surplus Sale	14000077	C/M/K - DELL OPTIPLEX 9010 DES	Furniture,Fixtures & Equipment	09/12/2013	06/01/2020	1,227.17	1,227.17
Missing	15100331	LAPTOP: DELL LATITUDE E5540 ST	Furniture,Fixtures & Equipment	02/12/2015	06/01/2020	1,091.96	1,091.96
						26,272.94	27,596.98

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SCHOOL BOARD							
Surplus Sale	18000139	LAPTOP: MOBILE PRECISION DELL	Furniture,Fixtures & Equipment	10/30/2017	06/01/2020	1,709.50	949.72
						1,709.50	1,091.96
DEPT OF ELEMENTARY EDUCATION							
Missing	16000147	LAPTOP: APPLE MACBOOK AIR MJVE	Furniture,Fixtures & Equipment	11/12/2015	06/01/2020	1,132.00	1,132.00
						1,132.00	949.72
TRANSPORTATION							
Surplus Sale	B0000635	BUS: SCHOOL 71 PASSENGER C-2	Motor Vehicles	06/14/2007	06/01/2020	62,727.50	62,727.50
Surplus Sale	B0000650	BUS: SCHOOL 71 PASSENGER C-2	Motor Vehicles	05/10/2007	06/01/2020	62,727.50	62,727.50
Surplus Sale	B0000651	BUS: SCHOOL 71 PASSENGER C-2	Motor Vehicles	06/14/2007	06/01/2020	62,727.50	62,727.50
Surplus Sale	B0000653	BUS: SCHOOL 71 PASSENGER C-2	Motor Vehicles	06/28/2007	06/01/2020	62,727.50	62,727.50
Surplus Sale	B0000655	BUS: SCHOOL 71 PASSENGER C-2	Motor Vehicles	06/28/2007	06/01/2020	62,727.50	62,727.50
Surplus Sale	B0000656	BUS: SCHOOL 71 PASSENGER C-2	Motor Vehicles	06/14/2007	06/01/2020	62,727.50	62,727.50
Surplus Sale	B0000657	BUS: SCHOOL 71 PASSENGER C-2	Motor Vehicles	05/10/2007	06/01/2020	62,727.50	62,727.50
Surplus Sale	B0000659	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.24	77,154.24
Surplus Sale	B0000660	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.24	77,154.24
Surplus Sale	B0000662	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	10/09/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000663	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000665	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	10/09/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000667	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	08/14/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000668	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000669	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000670	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000672	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	08/14/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000674	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	10/09/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000675	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000676	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	08/14/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000678	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.23	77,154.23
Surplus Sale	B0000680	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	08/14/2008	06/01/2020	77,154.24	77,154.24
Surplus Sale	B0000681	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.24	77,154.24
Surplus Sale	B0000682	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.24	77,154.24
Surplus Sale	B0000686	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.24	77,154.24
Surplus Sale	B0000687	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.24	77,154.24

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Surplus Sale	B0000689	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	06/01/2020	77,154.24	77,154.24
Surplus Sale	B0000697	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000699	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000700	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000701	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000702	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000703	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/25/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000704	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000705	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000706	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000708	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/25/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000709	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000710	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000711	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.09	83,560.09
Surplus Sale	B0000714	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.08	83,560.08
Surplus Sale	B0000715	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/25/2009	06/01/2020	83,560.08	83,560.08
Surplus Sale	B0000716	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.08	83,560.08
Surplus Sale	B0000718	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/25/2009	06/01/2020	83,560.08	83,560.08
Surplus Sale	B0000719	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.08	83,560.08
Surplus Sale	B0000720	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.08	83,560.08
Surplus Sale	B0000721	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/11/2009	06/01/2020	83,560.08	83,560.08
Surplus Sale	B0000722	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/25/2009	06/01/2020	83,560.08	83,560.08
Surplus Sale	B0000723	BUS: SCHOOL 71 PASSENGER 2010	Motor Vehicles	06/25/2009	06/01/2020	83,560.08	83,560.08
Surplus Sale	B0000738	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000739	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000740	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000741	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000742	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000744	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000745	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000746	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000747	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000748	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000749	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99

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Surplus Sale	B0000750	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000751	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000752	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000753	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000754	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000755	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000756	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.23	75,334.99
Surplus Sale	B0000757	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.22	75,334.98
Surplus Sale	B0000758	BUS: 71 PASSENGER 2011 C-2	Motor Vehicles	04/08/2010	06/01/2020	81,443.22	75,334.98
Junk/Parts	V0000059	SEDAN: 4 DR CHEV CAPRICE 1989	Motor Vehicles	09/14/1989	06/01/2020	11,261.67	11,261.67
Surplus Sale	V0000266	SEDAN: 4 DR CHEVROLET IMPALA (Motor Vehicles	08/25/2006	06/01/2020	3,750.85	3,750.85
						5,464,376.17	5,339,592.52

<u>LCTN</u>	<u>9040</u>	<u>INFORMATION SERVICES</u>					
Surplus Sale	00078608	CHASSIS/MONITOR/KEYBOARD - DEL	Furniture,Fixtures & Equipment	02/27/2003	06/01/2020	1,031.00	1,031.00
Junk/Parts	00085100	MODULE:CREDENZA/BRIDGE/DESK -	Furniture,Fixtures & Equipment	08/11/2005	06/01/2020	1,073.52	1,073.52
Junk/Parts	00089882	DESK: MODULAR W/HUTCH/RETURN 2	Furniture,Fixtures & Equipment	08/24/2006	06/01/2020	2,454.17	2,454.17
Junk/Parts	00089883	DESK: MODULAR W/HUTCH/RETURN 2	Furniture,Fixtures & Equipment	08/24/2006	06/01/2020	2,454.17	2,454.17
Junk/Parts	00089896	DESK: MODULAR W/HUTCH/RETURN 2	Furniture,Fixtures & Equipment	08/24/2006	06/01/2020	2,454.17	2,454.17
Junk/Parts	00089897	DESK: MODULAR W/HUTCH/RETURN 2	Furniture,Fixtures & Equipment	08/24/2006	06/01/2020	2,454.17	2,454.17
Junk/Parts	00089898	DESK: MODULAR W/HUTCH/RETURN 2	Furniture,Fixtures & Equipment	08/24/2006	06/01/2020	2,454.17	2,454.17
Junk/Parts	00091942	MODULE: HUTCH/CREDENZA/BRIDGE/	Furniture,Fixtures & Equipment	06/28/2007	06/01/2020	2,399.06	2,399.06
Surplus Sale	09000735	C/M/K - DELL PRECISION T3400 M	Furniture,Fixtures & Equipment	06/11/2009	06/01/2020	1,077.74	1,077.74
Surplus Sale	09000816	STUDENT STATION: COMPUTER	Furniture,Fixtures & Equipment	08/13/2009	06/01/2020	1,587.58	1,587.58
Surplus Sale	10000061	C/M/K - DELL OPTIPLEX 960 MINI	Furniture,Fixtures & Equipment	09/10/2009	06/01/2020	1,180.74	1,180.74
Surplus Sale	10000068	C/M/K - DELL OPTIPLEX 960 MINI	Furniture,Fixtures & Equipment	09/10/2009	06/01/2020	1,180.74	1,180.74
Surplus Sale	10000072	C/M/K - DELL OPTIPLEX 960 MINI	Furniture,Fixtures & Equipment	09/10/2009	06/01/2020	1,180.74	1,180.74
Junk/Parts	11001113	C/M/K - APPLE IMAC 27 " ZOM6"	Furniture,Fixtures & Equipment	05/26/2011	06/01/2020	1,717.00	1,717.00
Junk/Parts	11001116	MODULE:CREDENZA/BRIDGE/DESK-CO	Furniture,Fixtures & Equipment	06/09/2011	06/01/2020	1,355.33	1,355.33
Surplus Sale	12000463	C/M/K - DELL PRECISION T1600	Furniture,Fixtures & Equipment	01/26/2012	06/01/2020	1,224.00	1,224.00
Surplus Sale	12000464	C/M/K - DELL PRECISION T1600	Furniture,Fixtures & Equipment	01/26/2012	06/01/2020	1,224.00	1,224.00
Surplus Sale	12000466	C/M/K - DELL PRECISION T1600	Furniture,Fixtures & Equipment	02/09/2012	06/01/2020	1,224.00	1,224.00
Surplus Sale	12000887	C/M/K:DELL PRECISION T1600 WOR	Furniture,Fixtures & Equipment	06/07/2012	06/01/2020	1,224.00	1,224.00
Surplus Sale	13000351	C/M/K - DELL PRECISION T1600	Furniture,Fixtures & Equipment	11/08/2012	06/01/2020	1,100.00	1,100.00
Junk/Parts	14000179	LAPTOP - APPLE MACBOOK AIR 11	Furniture,Fixtures & Equipment	09/12/2013	06/01/2020	1,190.00	1,190.00

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 06/30/2020

<u>Disposal</u> <u>Method</u>	<u>Tag</u>	<u>Description</u>		<u>Acquisition</u> <u>Date</u>	<u>Disposal</u> <u>Date</u>	<u>Purchase</u> <u>Amount</u>	<u>Depreciation</u> <u>Value</u>
Surplus Sale	14100091	LAPTOP - DELL LATITUDE E6430 +	Furniture,Fixtures & Equipment	09/12/2013	06/01/2020	1,183.39	1,183.39
Junk/Parts	16000013	LAPTOP: APPLE MACBOOK PRO MD10	Furniture,Fixtures & Equipment	08/13/2015	06/01/2020	1,182.00	1,182.00
Junk/Parts	16000014	LAPTOP: APPLE MACBOOK PRO MD10	Furniture,Fixtures & Equipment	08/13/2015	06/01/2020	1,182.00	1,182.00
Junk/Parts	16000034	FLUKE TROUBLESHOOTING KIT-ACK-	Furniture,Fixtures & Equipment	09/10/2015	06/01/2020	2,110.85	1,155.94
Junk/Parts	16000060	LAPTOP: MACBOOK AIR APPLE MJVE	Furniture,Fixtures & Equipment	09/10/2015	06/01/2020	1,132.00	1,132.00
Missing	16000388	CAMERA: DSLR CANON EOS70D	Furniture,Fixtures & Equipment	02/11/2016	06/01/2020	1,648.00	804.38
Junk/Parts	17000197	LAPTOP: MACBOOK PRO APPLE MD10	Furniture,Fixtures & Equipment	09/08/2016	06/01/2020	1,182.00	1,116.33
Junk/Parts	17000200	LAPTOP: MACBOOK PRO APPLE MD10	Furniture,Fixtures & Equipment	09/08/2016	06/01/2020	1,182.00	1,116.33
Surplus Sale	17000429	INTERACTIVE FLAT PANEL 70 " RE	Furniture,Fixtures & Equipment	03/22/2017	06/01/2020	4,770.85	1,533.49
Surplus Sale	17000430	CART: XLRG FUSION VIDEO CONFER	Furniture,Fixtures & Equipment	03/22/2017	06/01/2020	1,719.99	552.85
Junk/Parts	17000432	CART: XLRG FUSION VIDEO CONFER	Furniture,Fixtures & Equipment	03/22/2017	06/01/2020	1,719.99	552.85
						52,253.37	47,949.86
<u>LCTN</u>	9060	HUMAN RESOURCES					
Junk/Parts	14000269	LAPTOP: MACBOOK AIR - APPLE MF	Furniture,Fixtures & Equipment	12/12/2013	06/01/2020	1,412.00	1,412.00
						1,412.00	552.85
<u>LCTN</u>	9104	DEPT OF HEALTH & MILITARY SERV					
Missing	11000571	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	12/10/2010	06/01/2020	1,070.64	1,070.64
Missing	12000020	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/08/2011	06/01/2020	1,060.43	1,060.43
Missing	12000200	LAPTOP - DELL LATITUDE E6420	Furniture,Fixtures & Equipment	12/15/2011	06/01/2020	1,060.43	1,060.43
Missing	12000493	LAPTOP: DELL LATITUDE E6420 +W	Furniture,Fixtures & Equipment	03/08/2012	06/01/2020	1,123.54	1,123.54
Missing	14001350	LAPTOP:MACBOOK AIR 13 " APPLE	Furniture,Fixtures & Equipment	05/08/2014	06/01/2020	1,232.00	1,232.00
Missing	14100043	LAPTOP - DELL LATITUDE E6430 +	Furniture,Fixtures & Equipment	09/12/2013	06/01/2020	1,183.39	1,183.39
Missing	14100044	LAPTOP - DELL LATITUDE E6430 +	Furniture,Fixtures & Equipment	09/12/2013	06/01/2020	1,183.39	1,183.39
Missing	16000146	LAPTOP: APPLE MACBOOK AIR MJVE	Furniture,Fixtures & Equipment	11/12/2015	06/01/2020	1,132.00	1,132.00
						9,045.82	9,325.82

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 06/30/2020

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>	<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>
Total Furniture		Total Vehicles	Total Audio Visual	Total Software	Totals for Deletion Report	
177,617.93		5,464,376.17	0.00	0.00	5,641,994.10	5,507,811.31

Note:MAY 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)

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C23 - BID to be Awarded

Description

Award BID as required per FS 287, DOE 6A-1.012 and School Board Policy

a. Refuse Collection - County Wide Bid #20-BA-127: Contract Period is for a three (3) year period from August 1, 2020 through July 31, 2023 with the option to renew for additional contract periods upon mutual agreement, in writing. Bid established for the purchase of refuse collection to include garbage and recyclable pick-up county wide. The vendors awarded are the most responsive and responsible qualified bidders meeting specifications.

Gap Analysis

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

Previous Outcomes

Prior Board approved Bid 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. Refuse Collection - County Wide Bid #20-BA-127:

- Advanced Disposal Services Jacksonville, LLC., 7580 Philips Highway, Jacksonville, FL 32256 for Section A (Service Area #1 and #2), Section B (Service Area #1 and #2)
- United Site Services of Florida, LLC., 11574 Philips Highway, Jacksonville, FL 32256 for Section C (Service Area #1 and #2)

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

a. Refuse Collection - County Wide Bid #20-BA-127: Estimated \$1,150,000.00 for Contract Period from General Revenue

Review Comments

Attachments

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C24 - 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, 6.25.20.pdf](#)

SBCC PRE-QUALIFIED CONTRACTORS

The following contractors are being submitted to the School Board for Contractor Pre-Qualification approval having met all requirements of Chapter 1013.46 F. S., as determined by the Pre-Qualification Committee consisting of 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
Advanced Roofing, Inc.	General, HVAC, Roofing and Solar Contractor	\$40,000,000.00	July 31, 2021
Communication Solutions, Inc.	Specialty Electrical Contractor	\$300,000.00	July 31, 2021
Playmore Recreational Products & Services	Building Contractor	\$5,000,000.00	July 31, 2021

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C25 - Substantial and Final Completion of Keystone Heights Elementary School Intercom/PA System

Description

Establish a Substantial and Final Completion date for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project, as determined by the Project Manager and Project Engineer, has reached Substantial Completion on May 12, 2020 and Final Completion on June 4, 2020 in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Substantial and Final Completion Completion.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

None

Review Comments**Attachments**

📎 [KHE Intercom.PA Substantial & Final Completion.pdf](#)

School District of Clay County Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below is substantially completed and has been constructed in accordance with said documents.

Project Title: Intercom-PA System

School: Keystone Heights Elementary

SDCC Project Number: C-7-19/20

OEFS Project Number: N/A

Project Engineer: Haddad Engineering

Project Contractor: T&M Electrical


Date of Substantial Completion: May 12, 2020


Signature: Contractor

Date: 5-21-2020


Signature: Architect/Engineer

Date: 5/22/2020


Signature: Project Manager

Date: 5-22-20


Signature: Code Enforcement

Date: 5-22-20

School District of Clay County Certificate of Final Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached Final completion and has been constructed in accordance with said documents.

Project Title: Intercom-PA System

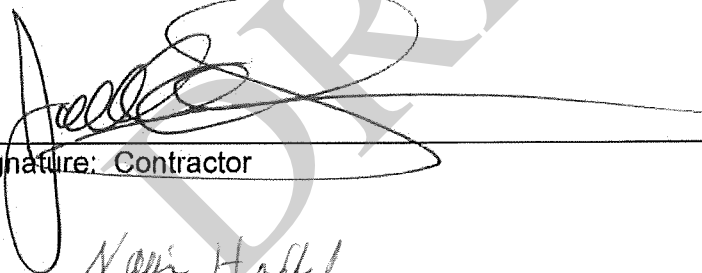
School: Keystone Heights Elementary

SDCC Project Number C-7-19/20


Project Engineer: Haddad Engineering

Project Contractor: T&M Electrical


Date of Final Completion: June 4, 2020




Signature: Contractor Date 6-4-2020



Signature: Architect/Engineer Date 6/4/2020



Signature: Project Manager Date 6-4-20



Signature: Code Enforcement Date 6-4-20

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C26 - Substantial and Final Completion of Keystone Heights High School Intercom/PA System

Description

Establish a Substantial and Final Completion date for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project, as determined by the Project Manager and Project Engineer, has reached Substantial Completion on May 12, 2020 and Final Completion on June 4, 2020 in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Substantial and Final Completion 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

📎 [KHHS Intercom.PA Substantial & Final Completion.pdf](#)

School District of Clay County Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below is substantially completed and has been constructed in accordance with said documents.

Project Title: Intercom-PA System

School: Keystone Heights High

SDCC Project Number: C-8-19/20

OEFS Project Number: N/A

Project Engineer: Haddad Engineering

Project Contractor: T&M Electrical

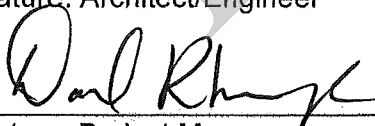
Date of Substantial Completion: May 12, 2020


Signature: Contractor

Date: 5-21-2020


Signature: Architect/Engineer

Date: 5/22/2020


Signature: Project Manager

Date: 5-22-20


Signature: Code Enforcement

Date: 5-22-20

School District of Clay County Certificate of Final Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached Final completion and has been constructed in accordance with said documents.

Project Title: Intercom-PA System

School: Keystone Heights High School

SDCC Project Number: C-8-19/20

Project Engineer: Haddad Engineering


Project Contractor: T&M Electrical

Date of Final Completion: June 4, 2020


Signature: Contractor


Date

6-4-2020


Signature: Architect/Engineer


Date

6/4/2020


Signature: Project Manager

Date

6-4-20


Signature: Code Enforcement

Date

6-4-20

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C27 - Change Order #1 for Lakeside Junior High School Parking Lot Renovation

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This change order addresses unforeseen conditions encountered and other change of scope issues.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Change Order # 1.

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

This change order will increase the contract amount by \$2,950.77. Architect fees will not increase as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

● [LSJH Parking Lot Renovation CO 1.pdf](#)



AIA Document G701™ – 2017

Change Order

PROJECT: (Name and address)
LSJ Parking Lot Renovation
2750 Moody Road
Orange Park, FL 32073
Project # C-14-19/20

CONTRACT INFORMATION:
Contract For: General Construction
Date: May 6, 2020

CHANGE ORDER INFORMATION:
Change Order Number: 1
Date: June 25, 2020

OWNER: (Name and address)
School Board of Clay County
900 Walnut Street
Grecen Cove Spgs, FL 32043

ARCHITECT: (Name and address)
Michele M. Agee, P.E., P.A.
1329-C Kingsley Ave
Orange Park, FL 32073

CONTRACTOR: (Name and address)
Besch & Smith Civil Group Inc.
345 Cumberland Industrial Ct
St. Augustine, FL 32095

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Concrete sidewalk removal and replacement (20 l.f.) to address ADA compliance	\$1,129.25
Concrete spillway extension (6 l.f.) to address unforeseen cable and fiber optics lines	725.76
Install a new 6' flume to address unforeseen conditions	725.76
Install traffic rated grate on existing storm inlet to address unforeseen conditions	370.00

The original Contract Sum was	\$ 286,166.14
The net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 286,166.14
The Contract Sum will be increased by this Change Order in the amount of	\$ 2,950.77
The new Contract Sum including this Change Order will be	\$ 289,116.91

The Contract Time will be unchanged by Zero (0) days.
The new date of Substantial Completion will be July 15, 2020

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Michele M. Agee, P.E., P.A.

ARCHITECT (Firm name)

Michele M. Agee
SIGNATURE

Michele M. Agee, President

PRINTED NAME AND TITLE

4 June 2020
DATE

Besch & Smith Civil Group, Inc

CONTRACTOR (Firm name)

Nicole Besch
SIGNATURE

Nicole Besch, President

PRINTED NAME AND TITLE

6-4-2020
DATE

School Board of Clay County

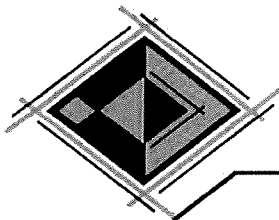
OWNER (Firm name)

Carol Studdard
SIGNATURE

Carol Studdard, Board Chair

PRINTED NAME AND TITLE

June 25, 2020
DATE



BESCH & SMITH
CIVIL GROUP INC.

LAKE SIDE JR. HIGH

To: Clay County School Board
900 Walnut Street
Green Cove Springs, Florida 32043

Attn: David Kramer
E-mail: david.kramer@myoneclay.net

From: Camden Sweat
Besch & Smith Civil Group Inc.
345 Cumberland Industrial Court
St. Augustine, FL 32095
P. (904) 260-6393
F. (904) 338-0226

Date: Thursday, June 04, 2020

Total Pages: 2

Re: Change Order #2 install traffic grate and add 1 6Ft flume.

Request For Change Order No. 01 REVISED

RFI # Reference No. _____

We are pleased to provide this change order proposal on the above referenced project. The price is based on Requests of Clay County to extend existing spillway 6Ft, remove and install 13.5 SY of sidewalk, install a traffic rated grate, and install a single 6LF flume.

Besch and Smith Civil Group, Inc. will furnish all necessary labor, equipment and materials for all of the work items shown. This is a lump sum proposal of work.

<u>Description</u>	<u>Quantity</u>	<u>Unit</u>	<u>Unit Price</u>	<u>Total</u>
Sidewalk removal	13.5	SY	\$18.04	\$243.54
Sidewalk grading	13.5	SY	\$8.66	\$116.91
Sidewalk replacement	20	LF	\$38.44	\$768.80
Concrete spillway extension	6	LF	\$94.79	\$568.74
Concrete spillway grading	6	LF	\$26.17	\$157.02
Grate removal and replacement	1	EA	\$370.00	\$370.00
New 6FT spill way	6	LF	\$94.79	\$568.74
Concrete spillway grading	6	LF	\$26.17	\$157.02

GRAND TOTAL AMOUNT OF REQUESTED CHANGE ORDER 2.....**\$2,950.77**

The above quotation is based upon construction of all items described therein. An additional proposal for any portion(s) of the above work will be provided upon request. Proposal remains valid for 30 calendar days from proposal date. Besch and Smith Requires an executed Change Order in hand before any additional work is performed.

We appreciate the opportunity to submit this proposal. If you have any questions, please let me know.

Sincerely,

Camden Sweat
Estimator

Accepted By:

Besch and Smith Civil Group, Inc.

Clay County School Board

Owner/Representative Signature Date

Owner/Representative Signature Date

Print Name Title

Print Name Title

Besch & Smith Civil Group, Inc
345 Cumberland Industrial Ct.
St. Augustine, Florida 32095
Lic #: CUC1224085



P 904.260.6393
F 904.338.0226
C 904.955.9821

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C28 - Change Order #3 (Direct Purchasing) for Doctors Inlet Elementary School Cafeteria Expansion

Description

Direct purchasing change orders are almost always deductive and are the sole initiative of the owner. These change orders represent the purchase of materials and/or equipment directly by the School Board in order to save the sales tax. The direct purchases are deducted from the original contract in the form of a change order.

Gap Analysis

N/A

Previous Outcomes

Sales tax savings have been used in the past to fund capital projects that may otherwise have not been funded.

Expected Outcomes

Money saved with sales tax savings will be used for capital projects that may otherwise have not been funded.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Change Order # 3.

Contact

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

This deduction to the construction contract in the amount of \$292,284.58 will not impact the budget. A total tax savings in the amount of \$16,591.58 is realized as a result of this direct purchasing change order.

Review Comments

Attachments

☉ [DIS Cafeteria Expansion CO 3.pdf](#)

AIA® Document G701™ – 2017

Change Order

PROJECT: <i>(Name and address)</i> Doctors Inlet Elem Cafeteria Expansion 2634 C.R. 220, Middleburg, FL 32068	CONTRACT INFORMATION: Contract For: General Construction Date: November 07, 2019	CHANGE ORDER INFORMATION: Change Order Number: 3 Date: 6-25-2020
OWNER: <i>(Name and address)</i> Clay County School Board 900 Walnut St, Green Cove Springs, FL 32043	ARCHITECT: <i>(Name and address)</i> Brian Boatright Architect, Inc 914 Plainfield Ave, Orange Park, FL 32073	CONTRACTOR: <i>(Name and address)</i> F&G Construction Genl Contractors, Inc 2734 Edison Ave, Jacksonville, FL 32254

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Change Order 3 is associated with Owner Direct Purchasing - see attached spreadsheet.


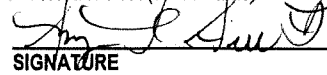
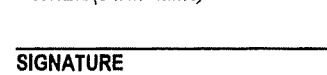
The original Contract Sum was	\$ 2,198,000.00
The net change by previously authorized Change Orders	\$ -237,814.85
The Contract Sum prior to this Change Order was	\$ 1,960,185.15
The Contract Sum will be decreased by this Change Order in the amount of	\$ 292,284.58
The new Contract Sum including this Change Order will be	\$ 1,667,900.57

The Contract Time will be unchanged by zero (0) days.

The new date of Substantial Completion will be August 3, 2020

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Brian Boatright Architect ARCHITECT <i>(Firm name)</i>	F&G Construction General Contractors CONTRACTOR <i>(Firm name)</i>	Clay County School Board OWNER <i>(Firm name)</i>
 SIGNATURE	 SIGNATURE	 SIGNATURE
Brian O. Boatright, President PRINTED NAME AND TITLE	Amy Austin, President PRINTED NAME AND TITLE	Carol Studdard, Board Chair PRINTED NAME AND TITLE
6-4-2020 DATE	6/4/20 DATE	 DATE

DIRECT PURCHASING
CAFETERIA EXPANSION AT DOCTORS INLET ELEMENTARY SCHOOL
C-7-18/19

F & G Construction General Contractor
2734 Edison Avenue
Jacksonville, FL 32254

<u>DATE</u>	<u>REQ. #</u>	<u>P.O. #</u>	<u>VENDOR</u>	<u>AMOUNT</u>	<u>SAVINGS (6%)</u>	<u>SAVINGS (1%)</u>	<u>DEDUCTION</u>
4/30/2020	R031896	P2008831	Mobile Fixture & Equipment	\$275,693.00	\$16,541.58	\$50.00	\$292,284.58
TOTAL DEDUCTED FROM CONTRACT:				\$275,693.00	\$16,541.58	\$50.00	\$292,284.58

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C29 - Substantial and Final Completion of Rideout Elementary School Intercom/PA System

Description

Establish a Substantial and Final Completion date for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project, as determined by the Project Manager and Project Engineer, has reached Substantial Completion on May 5, 2020 and Final Completion on May 22, 2020 in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Substantial and Final Completion 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**

🔗 [ROE Intercom.PA Substantial & Final Completion.pdf](#)

School District of Clay County Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below is substantially completed and has been constructed in accordance with said documents.

Project Title: Intercom-PA System

School: RideOut Elementary

SDCC Project Number: C-9-19/20

OEFS Project Number: N/A


Project Engineer: Haddad Engineering

Project Contractor: T&M Electrical


Date of Substantial Completion: May 5, 2020


Signature: Contractor

Date: 5-21-2020


Signature: Architect/Engineer

Date: 5/22/2020


Signature: Project Manager

Date: 5-22-20


Signature: Code Enforcement

Date: 5-22-20

School District of Clay County Certificate of Final Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached final completion and has been constructed in accordance with said documents.

Project: Intercom/PA System

School: RideOut Elementary

SDCC Project Number: C-9-19/20

OEFS Project Number: N/A

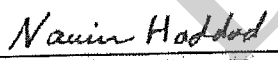
Project Engineer: Haddad Engineering

Project Contractor: T&M Electrical

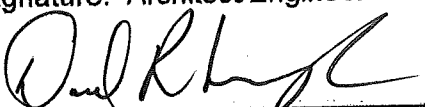
Date of Final Completion: May 22, 2020


Signature: Contractor

Date 5-22-2020


Signature: Architect/Engineer

Date 5/26/2020


Signature: Project Manager

Date 5-29-2020


Signature: Code Enforcement

Date 5-29-20

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C30 - Substantial and Final Completion of Thunderbolt Elementary School Intercom/PA System

Description

Establish a Substantial and Final Completion date for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project, as determined by the Project Manager and Project Engineer, has reached Substantial Completion on May 5, 2020 and Final Completion on May 22, 2020 in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Substantial and Final Completion 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**

☞ [TBE Intercom.PA Substantial & Final Completion.pdf](#)

School District of Clay County Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below is substantially completed and has been constructed in accordance with said documents.

Project Title: Intercom-PA System

School: Thunderbolt Elementary

SDCC Project Number: C-10-19/20

OEFIS Project Number: N/A


Project Engineer: Haddad Engineering

Project Contractor: T&M Electrical


Date of Substantial Completion: May 5, 2020


Signature: Contractor

Date: 5/21/2020


Signature: Architect/Engineer

Date: 5/22/2020


Signature: Project Manager

Date: 5-22-20


Signature: Code Enforcement

Date: 5-22-20

School District of Clay County Certificate of Final Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached final completion and has been constructed in accordance with said documents.

Project: Intercom/PA System

School: Thunderbolt Elementary

SDCC Project Number: C-10-19/20

OEFS Project Number: N/A

Project Engineer: Haddad Engineering

Project Contractor: T&M Electrical

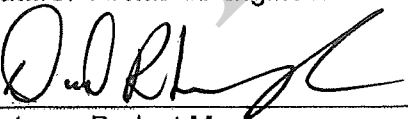
Date of Final Completion: May 22, 2020


Signature: Contractor

Date 5-22-2020


Signature: Architect/Engineer

Date 5/26/2020


Signature: Project Manager

Date 5-29-2020


Signature: Code Enforcement

Date 5-29-20

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C31 - District Renovation/Remodeling Operations Building 1 First Floor Contract Award

Description

This project is listed in the Educational Facilities Plan (EFP). The selection was conducted in accordance with Florida Statute 287.055. The project was advertised for three (3) consecutive weeks with The Clay Today. The bid opening was held June 9, 2020 at 2:30 p.m. The project had three (3) bidders and all bidders met the bid requirements.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Relocate the Food Service Department from the second floor to eliminate accessibility and structural issues.

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

Award the construction contract to Thomas May Construction Company, the low bidder meeting specifications the base bid in the amount of \$199,500.00.

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

These funds are available and budgeted in the Educational Facilities Plan.

Review Comments

Attachments

🔗 [Bid Tabulation C-30-19 20.pdf](#)



Time Date:

BRIAN BOATRIGHT
ARCHITECT

Time: 2:00pm

[illegible]

Any actual or prospective bidder who disputes the reasonableness or competitiveness of the terms and conditions of the invitation to bid, contract award, or recommendation for contract award, shall file a notice of protest with the superintendent of schools within 72 hours of receipt of the bid solicitation, posting of the bid tabulations, or posting of the bid award and must file a formal written protest within ten (10) days following the filing of the notice to protest. Failure to observe such timelines will constitute a waiver of proceedings and of right to protest as stipulated in Chapter 120 of the Florida Statutes. The school board requires a protestor to post bond in accordance with Florida Statutes, Section 255.0516.

RECOMMENDATION: Award the construction contract to the low bidder meeting specifications, Thomas May Construction Company, the base bid in the amount of \$199,500.00.

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C32 - 2019-20 S.R.E.F. Casualty, Safety, Sanitation, Relocatable, and Fire Safety Inspection

Description

The School District of Clay County is required to conduct an Annual Casualty, Safety, Sanitation Inspection Report as well as an Annual Relocatable and Fire Safety Inspection by persons licensed and proficient with applicable Rules and Standards. These Inspection Reports were performed by in-house licensed and qualified personnel and are available for public review.

Gap Analysis

Local fire officials and public school districts must employ or contract with an individual certified as a fire safety inspector in compliance with Section 633.081, Florida Statutes, in order to conduct a comprehensive fire safety inspector of each public school facility annually. s.1013.12, F.S. and s.1013.38, F.S. became effective on July 1, 2011.

Previous Outcomes

The SREF/Fire Safety Inspections were accomplished with one inspector and completed without disrupting the school for more than a couple of hours. The school custodian walks the school with the inspector and takes notes on deficiencies that are also part of the report. The schools fixed or placed work orders for deficiencies found and returned a letter to the inspector stating all items were completed or a work order was placed.

Expected Outcomes

The SREF/Fire Safety Inspections will be completed in compliance with Section 633.081, Florida Statutes, in order to conduct a comprehensive fire safety inspector of each public school facility annually. s.1013.12, F.S. and s.1013.38, F.S.

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 District 2019-2020 Casualty, Safety, Sanitation, Relocatable, and Fire Safety Inspection Report.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net, Tod Sweatland, Director of Code Enforcement (904) 336-6826, tod.sweatland@myoneclay.net

Financial Impact

All deficiencies will be corrected at the school level or by the Maintenance department and funded by General and/or Capital Outlay funds.

Review Comments

Attachments

- 🔗 [Elementary SREF Inspections.pdf](#)
- 🔗 [Elementary SREF Inspections Cont..pdf](#)
- 🔗 [High School SREF Inspections.pdf](#)

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION

ADMINISTRATIVE RULES S.R.E.F. - CHAPTER 5

CASUALTY SAFETY & SANITATION INSPECTION

F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Argyle Elementary School - 0591
2625 Spencer Plantation Boulevard
Orange Park, FL 32073

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

2/17/2020

			Fire Drill Log: <input checked="" type="checkbox"/> Drills Performed: 6						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
1		OK							
2		OK							
3		OK							
4		OK							
5		OK							
6		OK							
92	701	OK							
	702	OK							
	704		Emergency Evacuation sheet is not posted by the door.					X	
	705	OK							
	706		Emergency Evacuation sheet is not posted by the door.					X	
	707	OK							
	708	OK							
	710		Emergency Evacuation sheet is not posted by the door.					X	
	711	OK							
	713 A/B	OK							
	714	OK							
	801	OK							
	802		Electric panel is blocked.					X	
	803	OK							

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Argyle Elementary School - 0591
2625 Spencer Plantation Boulevard
Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE:

2/17/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>6</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	804		Electric panel is blocked & Emergency Evacuation sheet is not posted by the door.					X
	805		Electric panel is blocked.					X
	806	OK						
	807	OK						
	808	OK						
	901		Emergency light is not working.					X
	902	OK						
	903	OK						
	904	OK						
	905	OK						
	906	OK						
	907	OK						
	908	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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FIRE SAFETY INSPECTION REPORT
F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Charles E. Bennett Elementary - 0071

1 South Oakridge Avenue

Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:



INSPECTION DATE:

12/2/2019

Fire Drill Log: ✓ Drills Performed: 4

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
4		Low water pressure on drinking fountain					X	
5		OK						
9	901A	Fire alarm panel * "LCL Trouble" - Card 01 Map Failure					X	
10	1C		Emergency light out					X
11	112		Emergency light out					X
	116		** Remove grill gas bottle from inside of the building** - <u>MUST</u> be stored in Flammable Storage Building or fenced in outside of building**					X
12		OK						
14		OK						
16	1655	Storage in closet too high - Must be 18" down from ceiling - clear of sprinkler heads						X
	1664	Storage in closet too high - Must be 18" down from ceiling - clear of sprinkler heads						X

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Charles E. Bennett Elementary - 0071

1 South Oakridge Avenue
Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:



INSPECTION DATE: 12/2/2019

			Fire Drill Log: <u>✓</u> Drills Performed: <u>4</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
20		OK						
21		OK						
92	40	OK						
	41	OK						
	42	OK						
	43	OK						
	45	OK						
	46	Electrical panduit split in corner					X	
	47	OK						
	48	OK						
	49	Repair or replace electrical strip on wall by whiteboard					X	
	49	Filing cabinet in way of electrical panel - MOVE						X
	50	OK						
	51	Storage						
	52		Emergency light buzzing					X
	53	Storage						
	54	OK						
	55		Emergency light out					X
	56	OK						
	57	OK						

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Charles E. Bennett Elementary - 0071

1 South Oakridge Avenue

Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

12/2/2019

		Fire Drill Log: <u>✓</u> Drills Performed: <u>4</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	501	OK						
	502		Emergency evacuation sheet missing					X
	502 A/B	Storage						
	603 A/B	OK						
	604	OK						
	605	OK						
	702	OK						
	703	OK						
	803		Emergency evacuation sheet missing					X
		** NEED TO CHECK ALL CLOSETS IN BUILDINGS 14 & 16**						
								X

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Clay Hill Elementary School - 0411

6345 State Road 218

Jacksonville, FL 32234

INSPECTOR SIGNATURE:



INSPECTION DATE: 9/19/2019

Fire Drill Log: ✓ Drills Performed: 2
1 - Fire and 1 - Lockdown

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2		OK						
5		OK						
6		OK						
7		OK						
92	682	OK						
	701	OK						
	702	Siding bad on north side					X	
	703	OK						
	704	OK						
	705	OK						
	706	OK						
	707	OK						
	708	OK						
	709	OK						
	710	OK						
	712	OK						
	760	OK						
	762	OK						
	764	OK						
	766	OK						

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FIRE SAFETY INSPECTION REPORT
F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Coppergate Elementary School - 0601
3460 Copper Colts Court
Middleburg, FL 32068

INSPECTOR SIGNATURE:



INSPECTION DATE:

12/14/2018

Fire Drill Log: ✓ Drills Performed: 3

9/26/19

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	412	Teacher Planning room used as classroom - Doors MUST be switched to swing out of classroom			X		X	
92	511		Emergency light out					X
	512	OK						
	514	OK						
	520	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Doctors Inlet Elementary School - 0261
2634 County Road 220
Middleburg, FL 32068

INSPECTOR SIGNATURE:



INSPECTION DATE:

10/16/2019

		Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	123		Emergency light out					X
5	100		EXIT light out					X
7		OK						
8		OK						
9	901	Doors on exterior very hard to open, during the heat of the day					X	
	902	Doors on exterior very hard to open, during the heat of the day					X	
	903	Doors on exterior very hard to open, during the heat of the day					X	
	904	Doors on exterior very hard to open, during the heat of the day					X	
	905	Doors on exterior very hard to open, during the heat of the day					X	
	906	Doors on exterior very hard to open, during the heat of the day					X	

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Doctors Inlet Elementary School - 0261
2634 County Road 220
Middleburg, FL 32068

INSPECTOR SIGNATURE:



INSPECTION DATE:

10/16/2019

Fire Drill Log: ✓ Drills Performed: 3

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
9 Cont.	907	Doors on exterior very hard to open, during the heat of the day					X	
	908	Doors on exterior very hard to open, during the heat of the day					X	
92	836	OK						
	837	OK						
	838	OK						
	839	OK						
	840	OK						
	842 A/B	OK						
	843	OK						
	844	OK						
	845	OK						
	847	Stained ceiling tiles need to be replaced						X
	849	OK						
	869	OK						
	870	OK						
	871	OK						
	872	OK						
	873	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Doctors Inlet Elementary School - 0261

2634 County Road 220

Middleburg, FL 32068

INSPECTOR SIGNATURE:



INSPECTION DATE: 10/16/2019

Fire Drill Log: ✓ Drills Performed: 3

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	874	OK						
	876	OK						
	888	OK						
	889	OK						
	890	OK						
	891	OK						
	893	OK						
	894	OK						
	895	OK						
	896	OK						
	897	OK						
	899 A/B	OK						
	921	OK						
	923	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Fleming Island Elementary School - 0521

4425 Lakeshore Drive
Fleming Island, FL 32003

INSPECTOR SIGNATURE:

INSPECTION DATE: 10/15/2019

		Fire Drill Log: <u>✓</u> Drills Performed: <u>2</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2		OK						
3		OK						
4		OK						
5		OK						
7		OK						
		* Playground Area - Repaint "Jungle Gym" bar next to Buddy Bench. Kids have run into the bar @ 60" high and hit their head. Paint YELLOW or BRIGHT contrasting color.						X
		** Outlet covers missing on covered Basketball Court						X
		*** Sewer pipe next to Portable 901 broken/missing cover					X	

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION

ADMINISTRATIVE RULES S.R.E.F. - CHAPTER 5

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F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Grove Park Elementary School - 0232

1643 Miller Street

Orange Park, FL 32073

INSPECTOR SIGNATURE:

Calvin Anthony

INSPECTION DATE: 1/15/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2	129	Lightning from ceiling and plugged into cord above the ceiling. Must not have concealed cords. Add electrical plug on ceiling or remove.						X
6		Sidewalk behind building has a trip hazard where the metal plate crosses sidewalk.					X	
6		Playground outside of building 6 has drainage issue that is undermining sidewalk. May need dirt and drainage pipe.			X			
7		OK						
8	11	Paint pealed off walls. Needs to be resealed and painted.					X	
9		Sidewalk outside room 3 is broken from summer roofing project.			X			

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION

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F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Grove Park Elementary School - 0232

1643 Miller Street

Orange Park, FL 32073

INSPECTOR SIGNATURE:

Ed McElroy

INSPECTION DATE: 1/15/2020

		Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
9	140	Small drinking fountain next to room 140 has very low water pressure.						X
92	5	Remove excessive storage in restroom.						X
	6	Electrical conduit broken outside building around corner from ramp.					X	
	6		Emergency light weak.				X	X
	7	Electrical conduit broken outside building around corner from ramp.					X	
	8	OK						
	9	Concrete trip hazard by ramp.					X	
	9	Globe missing closet light.						X
	9		Emergency light out.					X
	10	OK						
	27	OK						
	29		Emergency light out.					X
	30		Emergency light out.					X
	31		Emergency light out.					X
	43	OK		2nd Time				X

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AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Grove Park Elementary School - 0232
1643 Miller Street
Orange Park, FL 32073

INSPECTOR SIGNATURE:

Ed McElroy

INSPECTION DATE: 1/15/2020

Fire Drill Log: ✓ Drills Performed: 3

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	44	OK						
	71	OK						
	500	OK						
	501	OK						
	504		Emergency light out.					X
	505	OK						
	506	OK						
	507	OK						
	520	Outlet cover broken by door A side.						X
	520	Broken window.					X	
	521	OK						
	522	OK						
	523	OK						
	524	OK						
	525	OK						

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FIRE SAFETY INSPECTION REPORT
F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Lake Asbury Elementary School - 0451
2901 Sandridge Road
Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

2/20/2020

		Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2		OK						
5		OK						
6		OK						
7	731	Ceiling tiles are missing.						X
	736		Emergency light is out.					X
92	9	OK						
	10	OK						
	11	Replace loud exhaust fan in restroom.					X	
	12	OK						
	13	OK						
	14	OK						
	15	OK						
	16	OK						
	18	OK						
	39 A/B	Remove lock from between A/B - Emergency exit.						X
	40	OK						
	41	OK						
	42	OK						
	43	OK						

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Lake Asbury Elementary School - 0451
2901 Sandridge Road
Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 2/20/2020

		Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>							
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
92 Cont.	44	The Hose Bib at the end of the ramp is not protected.						X	
	45	OK							
	46	OK							
	48		Emergency light out.					X	
	69 A/B	OK							
	73	OK							
	74	OK							
	75	OK							
	76	OK							
	77	OK							
	79 A/B	OK							
	80	OK							
	81	OK							
	82	OK							
	84	OK							
	85	OK							
	86	OK							
	87	OK							
	88	OK							
	89	OK							
	90	OK							

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FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Lake Asbury Elementary School - 0451
2901 Sandridge Road
Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:

INSPECTION DATE:

2/20/2020

Fire Drill Log: ✓ Drills Performed: 3

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	91	OK						
	93	OK						
	94	OK						
	95	OK						
	96	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Lakeside Elementary School - 0352

2752 Moody Avenue

Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE: 2/18 & 2/21/20

			Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
1		OK							
2	139	Ceiling tile missing.	Fire Extinguisher has not been changed out.					X	
		** Fire Extinguishers have not been signed monthly. **						X	
6	612		Emergency light is out.					X	
7		OK							
8		OK							
92	10	OK							
	11	OK							
	12	OK							
	13		Evacuation sheet is not posted by the door.					X	
	14		Emergency light is out.					X	
	15	OK							
	16	OK							
	17	OK							
	18	OK							
	19	OK							
	20	OK							
	21	OK							
	22	OK							
	23		Emergency light is out.					X	
	24	OK							

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Lakeside Elementary School - 0352

2752 Moody Avenue
Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE: 2/18 & 2/21/20

		Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	25	OK						
	26	OK						
	27		Evacuation sheet is not posted by the door.					X
	42 A/B	OK						
	43		Evacuation sheet is not posted by the door.					X
	44		Emergency light is out.					X
	45	OK						
	46	OK						
	47	OK						
	48		Emergency light is out. Pre-K is missing plastic outlet covers for the outlets.					X
	51 A/b	OK						
	52	OK						
	53	OK						
	54	OK						
	55	Move shelf so electric panel can be opened.						X
	56		Move Fire Extinguisher within 15ft of the stove.					X
	60	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Lakeside Elementary School - 0352

2752 Moody Avenue

Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE:

2/18 & 2/21/20

			Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency		Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	61	OK							
	62	OK							
	63	OK							

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Middleburg Elementary School - 0271

3958 Main Street

Middleburg, FL 32068

INSPECTOR SIGNATURE:



INSPECTION DATE:

2/10/2020

Fire Drill Log: ✓ Drills Performed: 6

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2		OK						
3		OK						
4	30	Urinal in boys restroom is out of order.						X
6	OK							
7			Several Evacuation sheets missing on 2nd floor.					X
9		OK						
92	23	OK						
	24	OK						
	25	OK						
	28 A/B	OK						
	29 A/B		Evacuation sheet missing on side A.					X
	35	OK						
	37	OK						
	38	OK						
	39	OK						
	40	OK						
	41	OK						
	43	OK						
	55	OK						
	57	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Middleburg Elementary School - 0271

3958 Main Street

Middleburg, FL 32068

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

2/10/2020

Fire Drill Log: ✓ Drills Performed: 6

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	59	OK						
	64	OK						
	65 A/B	OK						
	68	OK						
	69	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20
DISTRICT: CLAY
FACILITY: Montclair Elementary School - 0381
 2398 Moody Avenue
 Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE: 2/28/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2	132	Elevator/chair lift certification is out of date.						X
4	415	Hole in the wall behind the drinking fountain.					X	
5	532	Replace stained ceiling tiles - roof leak?						X
96	8	Light cover is missing in boys restroom.	Emergency light out in office by electrical panel.					X
	36	Light cover is missing in boys restroom.	Emergency light out in office by electrical panel.					X
92	21		Emergency light is out.					X
	22	OK						
	23		Smoke detector hanging in restroom.					X
	24	OK						
	25 A/B	OK						
	26	OK						
	27	OK						
	28	OK						
	29	OK						
	30	OK						
	31	OK						
	32	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Montclair Elementary School - 0381
2398 Moody Avenue
Orange Park, FL 32073

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

2/28/2020

		Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	33		Evacuation sheet not by the door.	2nd Time				X
	34	OK						
	35	OK						
	36	OK						
	37	OK						
	38	OK						
	39	OK						
	40	OK						
	41	OK						
	42	OK						
	43	OK						
	44	OK						
	45	Three lens covers missing.						X
	46 A/B	OK						
	47	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Orange Park Elementary School - 0201
1401 Plainfield Avenue
Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE:

2/3/2020

		Fire Drill Log: <u>1</u> Drills Performed: <u>4</u>							
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
1		OK							
2		OK							
3		OK							
4	62		Emergency light out.					X	
5	69	AC pump/drain leaks into room.					X		
7	10	Add sticker to Emergency EXIT window that opens properly.		2nd Time				X	
	13	Add sticker to Emergency EXIT window that opens properly.						X	
	75	Add room numbers to mechanical room and restrooms.						X	
92	21	OK							
	22 A/B	OK							
	23	OK							
	24	OK							
	34	OK							
	35	OK							
	36	OK							
	37	OK							

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Orange Park Elementary School - 0201
1401 Plainfield Avenue
Orange Park, FL 32073

INSPECTOR SIGNATURE:

Colleen McCullough

INSPECTION DATE: 2/3/2020

Fire Drill Log: ✓ Drills Performed: 4

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	38	OK						
	39 A/B	OK						
	41	OK						
	42		Evacuation sheet missing.					X
	43	OK						
	44	OK						
	45	OK						
	50	OK						
	51	OK						
	52	OK						
	53							
	54	OK						

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FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

R.M. Paterson Elementary School - 0471
5400 Pine Avenue
Fleming Island, FL 32003

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

1/24/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>4</u>							
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School		
1		OK								
2		OK								
3		OK								
4		OK								
5		OK								
92	1	OK								
	2	OK								
	3	OK								
	4 A/B	OK								
	5	OK								
	6	OK								
	7	OK								
	8	OK								
	11	OK								
	13	OK								
	14 A/B	OK								
	15	OK								
	16	OK								
	17 A/B	OK								
	18	OK								
	21	OK								

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

R.M. Paterson Elementary School - 0471

5400 Pine Avenue

Fleming Island, FL 32003

INSPECTOR SIGNATURE:

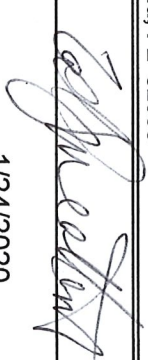
[Signature]

INSPECTION DATE:

1/24/2020

Fire Drill Log: ✓ Drills Performed: 4

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	22	OK						
	23		Emergency light out	3rd Time				X
	24	OK						
	25		Emergency light out	2nd Time				X
	26	OK						
	27	OK						
	28		Emergency light out	3rd Time				X
	29	OK						
	30	OK						
	41		Emergency light out	2nd Time				X
	42	OK						
	43	OK						
	44	OK						
	45	OK						
	46		Emergency light out	2nd Time				X
	47	OK						
	48							
	49		Emergency light out	2nd Time				X
	50							
	51	OK						

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Fire Drill Log: <u>1</u> Drills Performed: <u>4</u>				INSPECTOR SIGNATURE:  INSPECTION DATE: 1/24/2020				
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	52	OK						
	53	OK						
	54	OK						

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AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Plantation Oaks Elementary School - 0651
4150 Plantation Oaks Boulevard
Orange Park, FL 32065

INSPECTOR SIGNATURE:



INSPECTION DATE:

5/28/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
	20	OK						
25		Remove stored tables from fenced area with Fire Riser.						X
92	801	OK						
	802		Fire Extinguisher is missing.					X
	803	OK						
	903	OK						
	905	OK						
	907	OK						
	913	OK						
	915	OK						

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Ridgeview Elementary School - 0401
421 Jefferson Avenue
Orange Park, FL 32065

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 5/14/2020

Fire Drill Log: ✓ Drills Performed: 5

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2		OK						
3	300	Electrical box missing cover.	Emergency light out.					X
	302	Electrical box missing cover.	Emergency light out.					X
4		Downspout not connected to the gutter on the back of the building.						X
6		OK						
7		OK						
92	711 A/B	OK						
	712	Door drags on threshold.	Emergency light out.					X
	714		Emergency light out.					X
	715	OK						
	717		Emergency light out.					X
	718	OK						
	728	OK						
	729	OK						
	730		Emergency light out.					X
	731	OK						
	732	OK						
	733	Light is glowing red.						X

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION
ADMINISTRATIVE RULES S.R.E.F. - CHAPTER 5

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F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Ridgeview Elementary School - 0401
421 Jefferson Avenue
Orange Park, FL 32065

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 5/14/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
92 Cont.	734	OK							
	735	OK							
	737	OK							
	738	OK							
	741	OK							X
	742		Emergency light out						X
	743	OK							
	744	OK							
	745	OK							
	746	OK							
	747		Emergency light out in girls restroom.						X
	749	OK							
	751	OK							
	754	OK							
	755	OK							
	756		Emergency light out.						X
	758		Emergency light out						X
	759		Emergency light out.						X
	760		Emergency light out						X
	772		Emergency light out.						X

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

RideOut Elementary School - 0541

3065 Apalachicola Boulevard

Middleburg, FL 32068

INSPECTOR SIGNATURE:



INSPECTION DATE:

1/23/2020

		Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>		Deficiency Not Corrected from Previous Inspection				
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Facilities	Info Services	Maint	School	
1	244	Ceiling tile missing.					X	
	336	Emergency light out.					X	
	404		Egress path is blocked. Narrow 36 inches minimum.				X	
	407		Fire extinguisher obstructed.				X	
	411	Storage is too high in closet. Needs to be removed.					X	
	412	Storage is too high in closet. Needs to be removed.					X	
	430	Ceiling tile missing.					X	
	438	Ceiling tile missing.					X	
92	10	OK					X	
	11	OK						
	12	OK						
	13	OK						
	14	OK						
	20	OK						
	21	OK						
	22	OK						
	23 A/B	OK						
	25	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION

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CASUALTY SAFETY & SANITATION INSPECTION

F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: S. Bryan Jennings Elementary School - 0331

215 Corona Drive
Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE: 2/20/2020

Fire Drill Log: ✓ Drills Performed: 5

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2		OK						
3		OK						
4	1K	Electric box without cover (teacher planning room).					X	
5		OK						
6		OK						
7		OK						
8		OK						
9		OK						
92	26	OK						
	27	OK						
	28 A/B	OK						
	29	OK						
	30	OK						
	32	OK						
	33	OK						
	35	OK						
	36	OK						
	37	OK						
	39	OK						
	42	OK						
	43	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: S. Bryan Jennings Elementary School - 0331

215 Corona Drive
Orange Park, FL 32073

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 2/20/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
92 Cont.	44	OK							
	75	OK							
	76	OK							
	77	Siding is bad. Electrical box is on the ground by the ramp.					X		
	77	Table blocking secondary exit. Needs to be moved.						X	
	78		Emergency light switch is broken.					X	

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT				FISCAL YEAR: 2019/20				
STATE BOARD OF EDUCATION ADMINISTRATIVE RULES S.R.E.F. - CHAPTER 5 CASUALTY SAFETY & SANITATION INSPECTION F.S. 1013.12, 1013.20 & NFPA 101 AND FIRE SAFETY INSPECTION REPORT F.S. 1013.12, 1013.20 & RULE 69A-58				DISTRICT: CLAY FACILITY: Shadowlawn Elementary School - 0631 2945 County Road 218 Green Cove Springs, FL 32043				
				INSPECTOR SIGNATURE: _____				
				INSPECTION DATE: 1/23/2020				
		Fire Drill Log: <u>✓</u> Drills Performed: <u>2</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		On going roof leaks still being repaired.						
	513	Stained ceiling tile and missing ceiling tile. Both need to be replaced.						X
Playground		Swing seat is broken. Needs to be replaced.						X
**Remind teachers that storage is not allowed on top shelf in closets.								

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Swimming Pen Creek Elementary School - 0571
1630 Woodpecker Lane
Middleburg, FL 32068

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

1/21/2020

		Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>							
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
1		Knox box not installed yet.			X				
2		OK							
3	302	Broken outlet cover.						X	
3	317A	Replace ceiling tile.						X	
4	433	Move shelf from in front of the window.						X	
5		OK							
6	627	Teacher planning room used as classroom, must have a window that opens completely or move to another space.							
92	701	OK							
	702	OK							
	703	OK							
	704		Emergency light out.					X	
	705	OK							
	706	OK							
	707	OK							
	708	OK							
	801		Emergency light out.					X	
	803	OK							
	806	OK							

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Thunderbolt Elementary School - 0531

2020 Thunderbolt Road
Fleming Island, FL 32003

INSPECTOR SIGNATURE:



INSPECTION DATE: 1/24/2020

		Fire Drill Log: <u>4</u>	Drills Performed: <u>4</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	101A		Excessive storage in closet. Needs to be removed.					X
	118	Christmas lights still hung up. Need to be removed.						X
	300	Excessive paper coverage on wall. 20% coverage maximum.						X
	310	Light covers must be labeled as fire/smoke resistant.						X
	310	Excessive paper coverage on wall. 20% coverage maximum.						X
	316	Light covers must be labeled as fire/smoke resistant.						X
	320	Light covers must be labeled as fire/smoke resistant.						X
	321	Excessive paper coverage on wall. 20% coverage maximum.						X

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Thunderbolt Elementary School - 0531
2020 Thunderbolt Road
Fleming Island, FL 32003

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

1/24/2020

Fire Drill Log: ✓ Drills Performed: 4

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	323	Excessive paper coverage on wall. 20% coverage maximum.						X
92	701	OK						
	702	OK						
	703	OK						
	704	OK						
	705	OK						
	706	OK						
	707	OK						
	710		Emergency light out.					
	711	OK						X
	712	OK						
	713	OK						
	721	OK						
	722	Light cover in closet missing. Replace globe.						X
	723		Emergency light out.					X
	724 A/B	OK						
	725	OK						
	726	OK						
	727	Tile at entry damaged.						X
	728	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Thunderbolt Elementary School - 0531
2020 Thunderbolt Road
Fleming Island, FL 32003

INSPECTOR SIGNATURE:



INSPECTION DATE:

1/24/2020

Fire Drill Log: ✓ Drills Performed: 4

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 cont.	729	OK						
	730	Hole in siding next to the door at the ramp.					X	
	731	OK						
	732	OK						
	733	OK						
	734	OK						
	735	OK						
	736	OK						
	737	OK						
	738	OK						
	739	OK						
	740	OK						
	741	OK						
	742	OK						
	744	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Tynes Elementary School - 0501
1550 Tynes Boulevard
Middleburg, FL 32068

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

6/3/2020

			Fire Drill Log: <input checked="" type="checkbox"/> Drills Performed: <u>5</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2		OK						
3		OK						
4		OK						
5		OK						
6		OK						
92	1	OK						
	2	OK						
	3	OK						
	4	Attic Access is open.						X
	5		Emergency light out.					X
	6	OK						
	7	Shelf blocking Electric Panel.						X
	8	OK						
	9	OK						
	10	OK						
	21	OK						
	21	OK						
	22	OK						
	23	OK						
	24		Emergency light out.					X

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:
FACILITY:

CLAY
Tynes Elementary School - 0501
1550 Tynes Boulevard
Middleburg, FL 32068

INSPECTOR SIGNATURE:



INSPECTION DATE: 6/3/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
92 Cont.	25	OK							
	26	OK							
	27		Emergency light out.					X	
	28	Shelf blocking electric panel.						X	
	29		Emergency light out.					X	
	30	OK							
	41	OK							
	42	OK							
	43	OK							
	44		Emergency light out	2nd Time				X	
	45	OK							
	46	OK							
	47	OK							
	48	OK							
	49	OK							
	61	Will be moved.							
	62	Will be moved.							
	63	Will be moved.							
	64	Will be moved.							

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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F.S. 1013.12, 1013.20 & NFPA 101

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Tynes Elementary School - 0501
1550 Tynes Boulevard
Middleburg, FL 32068

INSPECTOR SIGNATURE:

Colt Preston

INSPECTION DATE:

6/3/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency		Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	65	Power off for new building.							
	66	Power off for new building.							
	67	Power off for new building.							
	68	Power off for new building.							

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

W.E. Cherry Elementary School - 0241

420 Edison Drive
Orange Park, FL 32073

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

2/12/2020

Fire Drill Log: ✓ Drills Performed: 6

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	54		Emergency light is out.					X
2	75	YMCA Storage						
3	61	Ceiling leaks from restroom above.						X
	55B	Thermostat broken or not needed.					X	
4	13		Emergency evacuations sheets not posted by the door.					X
	14		Emergency evacuations sheets not posted by the door.					X
	24	Drinking fountain drain is clogged outside room 24.						X
	68		Emergency light is weak.					X
	7		No Emergency lights		X			
	46		No Emergency lights		X			
			Fire Alarm is spotty in portables 30-50 & other areas.				X	
		P.E. cover is torn - needs to be replaced.			X			
91	28	Being used as a classroom.						
92	27	OK						
	29	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

W.E. Cherry Elementary School - 0241

420 Edson Drive

Orange Park, FL 32073

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 2/12/2020

Fire Drill Log: ✓ Drills Performed: 6

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	31		Emergency evacuation sheet missing.	2nd Time				X
	32		Emergency evacuation sheet is missing.	2nd Time				X
	33	OK						
	34	OK						
	36	Excessive storage in classroom - all shelving over 4ft. High must be strapped to wall or removed.						X
	37	OK						
	38	OK						
	39	OK						
	40	OK						
	41		Emergency evacuation sheet is missing.					X
	42 A/B		A side emergency light is weak.					X
	43		Emergency evacuation sheet is missing.					X
	44	OK						
	45	OK						
	48		Emergency light is weak.					X

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FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

W.E. Cherry Elementary School - 0241

420 Edson Drive

Orange Park, FL 32073

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

2/12/2020

Fire Drill Log: ✓ Drills Performed: 6

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	49	OK						
	50	OK						
	51	OK						
	53	OK						
	54	OK						
	55	OK						
	56	OK						
	57	Excessive storage - shelves over 4ft. tall must be strapped to the wall.						X
	58	OK						
	59	OK						
	60	OK						
	61	OK						
	62	OK						
	63		Emergency light out.					X
	64	OK						
	65	OK						
	66	OK						
	67		Evacuation sheet is missing.					X
	68	OK						
	69	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT STATE BOARD OF EDUCATION ADMINISTRATIVE RULES S.R.E.F. - CHAPTER 5 CASUALTY SAFETY & SANITATION INSPECTION F.S. 1013.12, 1013.20 & NFPA 101 AND FIRE SAFETY INSPECTION REPORT F.S. 1013.12, 1013.20 & RULE 69A-58						FISCAL YEAR: 2019/20 DISTRICT: CLAY FACILITY: W.E. Cherry Elementary School - 0241 420 Edson Drive Orange Park, FL 32073		
INSPECTOR SIGNATURE: _____ INSPECTION DATE: 2/12/2020								
			Fire Drill Log: <u>✓</u> Drills Performed: <u>6</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	70	OK						
95	26	OK						
	30	OK						
	47	OK						

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Wilkinson Elementary School - 0491

4965 County Road 218

Middleburg, FL 32068

INSPECTOR SIGNATURE:

Carl McArthur

INSPECTION DATE:

6/4/2020

Fire Drill Log: ✓ Drills Performed: 5

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK					X	
2		OK					X	
3		OK						
4		OK						
5		OK						
92	1	OK						
	2	OK						
	3	OK						
	4	OK						
	5	OK						
	6	OK						
	7	OK						
	8	OK						
	10	OK						
	11	OK						
	12	OK						
	13	OK						
	14	OK						
	16	OK						
	17	OK						
	18	OK						
	20	OK						
	22	OK						

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FISCAL YEAR: 2019/20

DISTRICT:
FACILITY:

CLAY
Wilkinson Elementary School - 0491
4965 County Road 218
Middleburg, FL 32068

INSPECTOR SIGNATURE:

INSPECTION DATE: 6/4/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
92 Cont.	31	OK							
	33	OK							
	34	Light not working in restroom.						X	
	35 A/B	OK							
	36	OK							
	37	OK							
	38	OK							
	39	OK							
	40	OK							
	41	OK							
	42	OK							
	43	OK							
	44	OK							
	45	OK							
	46	OK							
	47	OK							
	48	OK							
	49	OK							
	50	OK							
	51	OK							
	52	OK							

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FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Wilkinson Elementary School - 0491

4965 County Road 218

Middleburg, FL 32068

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

6/4/2020

Fire Drill Log: ✓ Drills Performed: 5

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	61	OK						
	62	OK						
	63	OK						
	64	OK						
	66	OK						
	68	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Bannerman Learning Center - 0111

608 Mill Street

Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:



INSPECTION DATE:

9/24/2019

Fire Drill Log: ✓ Drills Performed: 2

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	107		Emergency evacuation sheet missing					X
	108		Emergency evacuation sheet missing					X
	109		Emergency evacuation sheet missing					X
2		OK						
3		OK						
92	1	OK						
	2	OK						
	3	OK						
	4	OK						
	5	OK						
	6	OK						
	7	Ceiling inside ramp door, sagging					X	
	8	OK						
	9	OK						
	10	OK						
	12	OK						
	13	OK						
	30	OK						
	32	OK						
	33	OK						
	34	OK						
	35	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION
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F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Bannerman Learning Center - 0111
608 Mill Street
Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:




INSPECTION DATE:

9/24/2019

Fire Drill Log: ✓ Drills Performed: 2

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	36	OK						
	37	OK						
	38	OK						
	39	OK						
	40	OK						
	42		Emergency light buzzing - not working				X	
	43	OK						
	44	OK						
	56		Emergency light not working					X
	58	OK						
	62	OK						
93	11	OK						
	14	OK						
95	31	OK						
	50	OK						
	52	OK						
96	60	OK						
	61	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT
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FIRE SAFETY INSPECTION REPORT
F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:	2019/20
DISTRICT:	CLAY
FACILITY:	Green Cove Springs Junior High School - 0021 1220 Bonaventure Avenue Green Cove Springs, FL 32043
INSPECTOR SIGNATURE:	
INSPECTION DATE:	11/5/19 & 2/12/20

		Fire Drill Log: <u>✓</u>	Drills Performed: <u>5</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
		Doors to exit need to be changed out from sliders to swinging.					X	
3		OK						
4		OK						
5		OK						
6		OK						
7	701	Outlet cover is broken - corner near couple doors leading to cafeteria.						X
8	805	Rear stage curtain needs to be replaced.			X			
	808	Ceiling tiles missing/water fountain has very low water pressure.						X
92	70	Electric panel partially blocked with a shelf.						X
	71	OK						
	74	OK						
	75	OK						
	76	File cabinet blocking stair door.						X

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Green Cove Springs Junior High School - 0021

1220 Bonaventure Avenue

Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 11/5/19 & 2/12/20

		Fire Drill Log: <u>✓</u> Drills Performed: <u>5</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	104	OK						
	105	OK						
	106	Ramp will not latch - door needs adjustment.					X	
	107	OK						
	112	OK						
	113	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Lake Asbury Junior High School - 0481
2851 Sandridge Road
Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:



INSPECTION DATE:

11/7 & 12/10/19

		Fire Drill Log: <u>✓</u>	Drills Performed: <u>3</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2		OK						
3		OK						
5		OK						
6	601	Chairs and equipment blocking second EXIT - needs to be moved						X
7		OK						
8	8021	Light out over stove						X
	8106	Glass in door broken/wire glass approximately 5"x30"					X	
	8125	Replace stained ceiling tile/spares are in mechanical room 8131						X
20		EXIT light out						X
21		OK						
92	390	OK						
	391	OK						
	391	Sidewalk outside tilted and rocks					X	
	392	OK						
	393	OK						
	394	OK						
	401	OK						
	402	OK						
	403		Emergency light out					X

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Lake Asbury Junior High School - 0481

2851 Sandridge Road

Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:



INSPECTION DATE: 11/7 & 12/10/19

		Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	404	Door by stairs very hard to open - drags on landing					X	
	405	OK						
	406	OK						
	407	Electrical panel blocked by shelf - MOVE						X
	408	OK						
	409	Door hinge loose at top by stair door						X
	410	OK						
	421	OK						
	422	OK						
	423	OK						
	424	OK						
	425	OK						
	427	OK						
	428	OK						
	430	Lense cover missing on light/ may need tube covers						
		** General Note: Door windows shall not be covered completely from outside... must maintain vision panel into room except during lockdown!!**						
								X

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Lakeside Junior High School - 0351

2750 Moody Avenue

Orange Park, FL 32073

INSPECTOR SIGNATURE:

INSPECTION DATE:

11/6/2019

			Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
1	11		Evacuation sheet missing	2nd Time				X	
	28	Int. emergency door block w desk						X	
2	38		Emergency light out				X		
	46		Emergency light out - across from Room 54					X	
3	70	Both EXIT windows blocked by shelves and crates	Emergency light out					X	
	72		Emergency light out - by Room 70					X	
5	112	Washing machine plugged into extension cord/add electrical outlet for washer					X		
	234	Door knob missing						X	
	240		Emergency light out					X	
7	1		Emergency light out					X	
	2		Emergency light out					X	
8	808	Ceiling tiles stained - check for leaks and replace with new						X	
	822	Ceiling tiles stained - check for leaks and replace with new						X	

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FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Lakeside Junior High School - 0351

2750 Moody Avenue

Orange Park, FL 32073

INSPECTOR SIGNATURE:

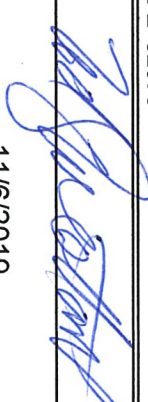


INSPECTION DATE:

11/6/2019

		Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
8 Cont.	823	Ceiling tiles stained - check for leaks and replace with new						X
9	901		Emergency light out - 3 in main Gym					X
	902		Emergency light out					X
	902		EXIT light broken - missing cover					X
	917		Emergency light out					X
20		OK						
92	701	Add exhaust fan to restroom					X	
	701	Door difficult to unlock					X	
	701		Evacuation sheet missing					X
	702	OK						
	703	OK						
	704	Siding bad @ ramp					X	
	705	OK						
	706	Knockout missing in electrical panel covered with tape					X	
	707	Ramp door difficult to unlock					X	
	708	Siding bad @ ramp					X	
	710	OK						
	721	OK					X	
	722	OK						

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FISCAL YEAR:	2019/20
DISTRICT:	CLAY
FACILITY:	Lakeside Junior High School - 0351 2750 Moody Avenue Orange Park, FL 32073
INSPECTOR SIGNATURE:	
INSPECTION DATE:	11/6/2019

			Fire Drill Log: <u>✓</u> Drills Performed: <u>3</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
92 Cont.	723		Emergency light out					X	
	731	OK							
	732	OK							
	733	OK							
	734	OK							
	735	OK							
	737	Switch cover and 2 outlet covers missing						X	
	745 A/B	OK							
	791	OK							
	793	2 outlet covers missing by white board						X	
	794	OK							

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Orange Park Junior High School - 0361

1500 Gano Avenue

Orange Park, FL 32073

INSPECTOR SIGNATURE:




INSPECTION DATE:

12/3/2019

		Fire Drill Log: <u>✓</u> Drills Performed: <u>4</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	136A	** Remove ALL door wedges in the stairwells! These doors shall remain shut to prevent the spread of smoke/fire to the second floor						X
	136B							X
	136C							X
	136D							X
	183	Remove TV from wall and bracket						X
2	217A	** Remove ALL door wedges in the stairwells! These doors shall remain shut to prevent the spread of smoke/fire to the second floor						X
	217B							X
3	302		Emergency evacuation sheet missing					X
	352		Emergency evacuation sheet missing					X
	354		Emergency evacuation sheet missing					X
3	317A	** Remove ALL door wedges in the stairwells! These doors shall remain shut to prevent the spread of smoke/fire to the second floor						X
	317B							X
4	408		Emergency evacuation sheet missing					X
	417A	** Remove ALL door wedges in the stairwells! These doors shall remain shut to prevent the spread of smoke/fire to the second floor						X
	417B							X
5	501		Emergency lights out X3	3rd notice				X
	501	Seat board split @ back wall					X	
	501		Multiple fire extinguishers empty - Replace					X
6	601	Low water pressure @ drinking fountain					X	
	604	Broken outlet cover next to R-605						X

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FISCAL YEAR: 2019/20
DISTRICT: CLAY
FACILITY: Orange Park Junior High School - 0361
 1500 Gano Avenue
 Orange Park, FL 32073

INSPECTOR SIGNATURE: 
INSPECTION DATE: 12/3/2019

		Fire Drill Log: <u>✓</u>	Drills Performed: <u>4</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
6 Cont.	614	Door fails to relock - the panic bar will not lock					X	
	618	Door sticks - very hard to open					X	
92	501	Outlet broken below electrical panel					X	
	501		Emergency light blocked by cabinet - Move					X
	503		Emergency light weak					X
	504		Emergency light missing	3rd notice			X	
	505	Fire extinguisher missing						X
	505	Hoop at end of ramp not attached - set screw not holding						X
	506	OK						
	507	OK						
	509 A/B		Emergency light out - B side	3rd notice				X
	510	OK						
	511	Door frame to restroom broken						X
	516	Multiple light lense covers missing		2nd notice				X
	702	Storage						
	703	Storage						
	704	OK						
	706		Emergency light buzzing				X	

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Orange Park Junior High School - 0361

1500 Gano Avenue
Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE: 12/3/2019

Fire Drill Log: ✓ Drills Performed: 4

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	708	OK						
	710	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Clay High School - 0341
2025 State Road 16 West
Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:



INSPECTION DATE: 12/10/19 & 1/9/2020

		Fire Drill Log: <input checked="" type="checkbox"/> Drills Performed: 4						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	127B	Ceiling Tiles need to be replaced.						X
	138	Storage in stairwell - remove						X
2		OK						
3	300	EXIT light out - 3 times						X
4	401	Back door will not latch					X	
	404	Electric box cover missing by door						X
5		OK						
6		OK						
7	701	EXIT light out at the end of hallways						X
	729	EXIT light out at the end of hallways						X
	782	Replace ceiling tiles						X
8		OK						
9		OK						
11	1101	EXIT light out						X
35		OK						
92	5	OK						
	7	OK						
	8	OK						
	17		Emergency light out					X
	17		Emergency evacuation sheet missing					X
	18		Emergency light out					X

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FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Clay High School - 0341

2025 State Road 16 West

Green Cove Springs, FL 32043

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 12/10/19 & 1/9/2020

		Fire Drill Log: <input checked="" type="checkbox"/> Drills Performed: <u>4</u>							
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
92 Cont.	19	OK							
	20	OK							
	31B		Emergency light out					X	
	32	Shelf blocking electric panel						X	
	33	OK							
	40	OK							
	41	OK							
	42								
	43		Emergency evacuation sheet missing	2nd time				X	
	44	OK							
AMI	45	OK							
AMI	46	OK							
AMI	47	OK							
AMI	48	Door hinge loose at ramp door						X	
AMI	49	OK						X	
	54	OK							
	58	Door glass cracked - needs to be replaced					X		

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Fleming Island High School - 0551

2233 Village Square Parkway

Fleming Island, FL 32003

INSPECTOR SIGNATURE:



INSPECTION DATE: 10/24/2019

Fire Drill Log: ✓ Drills Performed: 3

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	111	Replace ceiling tiles						X
	117	Replace ceiling tiles						X
	119	Replace ceiling tiles						X
	124	Replace ceiling tiles						X
	141	Replace fire extinguisher in Gym						X
	176	A/C Condensate on floor - check drain						X
	179	Door jambed					X	
	203	Replace ceiling tiles						X
	222		Evacuation sheet missing					X
	227	Ceiling tiles missing						X
	228	Ceiling tiles missing						X
	261		Evacuation sheet missing	2nd Time				X
	1001		Evacuation sheet missing					X
	1002		Evacuation sheet missing					X
	1004	Storage blocking sprinkler/riser/extinguisher						X
2	202	Paints stored on stage/ dressing room						X
	207	Paints stored on stage/ dressing room						X
	213	Ceiling tiles missing						X

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FIRE SAFETY INSPECTION REPORT
F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Fleming Island High School - 0551
2233 Village Square Parkway
Fleming Island, FL 32003

INSPECTOR SIGNATURE:



INSPECTION DATE:

10/24/2019

Fire Drill Log: ✓ Drills Performed: 3

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
2 Cont.	214	Ceiling tiles missing						X
	216	Ceiling tiles missing						X
	220	Storage not allowed in pump room						X
	223	Door lock jammed						X
92	10	OK						
	11	Electrical panel blocked by shelf	Emergency light out					X
	12	Hole in side of building 12"x12"					X	
	13	OK						
	14		EXIT light out					X
	15	OK						
	20	OK						
	21	OK						
	22	Light broken 1-classroom, 1-closet ballast					X	
	23	OK						
	24	Light lense cover missing	Emergency light out					X
	25		Emergency light out					X
	30	OK		2nd Time				

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AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Fleming Island High School - 0551

2233 Village Square Parkway

Fleming Island, FL 32003

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

10/24/2019

Fire Drill Log: ✓ Drills Performed: 3

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	31	Excessive storage blocking door, fire alarm, and electrical panel						X
	32	OK						
	33	OK						
	34	OK						
	35	OK						
	40	OK						
	41	Corner block needs attention						X
	42	OK						
	43	OK						
	44		Emergency light out					X
	45	OK						
	46		Emergency light out					X
	47	OK						
	48	Light lenses missing - need to add 14-16 light tube covers						X
	49	OK						
	50		Evacuation sheet missing					X
	51	OK						
	52	OK						
	53	OK						

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Fleming Island High School - 0551

2233 Village Square Parkway

Fleming Island, FL 32003

INSPECTOR SIGNATURE:

INSPECTION DATE:

10/24/2019

Fire Drill Log: ✓ Drills Performed: 3

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	60	OK						
	61		Emergency light out					X
	62	OK						
	63		Fire extinguisher missing					X
	70	Ramp loose at top by door						X
	71	OK						
	72		Emergency light out					X
	73	OK						
	80	OK						
	81	OK						
	82	OK						
	83	2 lense covers missing						X
	84	OK						
	85		Evacuation sheet missing	2nd Time				X
	86	OK						
	87	OK						
	90	Remove - TV from wall bracket and bracket					X	
	90	Siding bad by ramp					X	
	91	OK						
	92	Knockout missing in electrical panel					X	
	93	Ceiling tiles missing	Emergency light out					X

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION

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CASUALTY SAFETY & SANITATION INSPECTION

F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Fleming Island High School - 0551

2233 Village Square Parkway

Fleming Island, FL 32003

INSPECTOR SIGNATURE:

INSPECTION DATE:

10/24/2019

Fire Drill Log: ✓ Drills Performed: 3

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	94	OK						
	95		Emergency light out					X
	96	OK						
	97		Emergency light out					X
96	27	Light switch cover broken						X
	27		Emergency light broken - Boys	2nd Time			X	

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Keystone Heights High School - 0311

900 Orchid Avenue

Keystone Heights, FL 32656

INSPECTOR SIGNATURE:

Inspector Signature

INSPECTION DATE:

9/10/19 & 3/10/20

		Fire Drill Log: <u>✓</u> Drills Performed: <u>4</u>							
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
1		OK							
2		OK							
4		OK							
5		OK							
6		OK							
7		OK							
8		OK							
9		Sewer is being repaired. All temp. facilities will be removed and in working order by 3/30/20							
92	1	OK							
	2	OK							
	4	Trip hazard at ramp - loose at the end.							X
	6	OK							
	11	OK							
	12	OK							
	13	OK							
	14	OK							
	15	OK							
	16		Emergency light out.						X
	17	OK							

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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F.S. 1013.12, 1013.20 & NFPA 101
AND
FIRE SAFETY INSPECTION REPORT
F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY: Keystone Heights High School - 0311

900 Orchid Avenue

Keystone Heights, FL 32656

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 9/10/19 & 3/10/20

		Fire Drill Log: <u>✓</u> Drills Performed: <u>4</u>							
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
92 Cont.	18		Emergency light out.					X	
	19	OK							
	20	OK							
	21	OK							
	22	OK							
	23	OK							
	24	OK							
	25		Emergency light out.					X	
	27	OK							
	28	OK							
	29		Emergency light out.						
	50	OK						X	
	51	OK							
	52		Emergency light out.					X	
	53	OK							
	54	OK							
	55		Emergency light out.					X	
	56	OK							
	57	OK							
	58	OK							
	59	OK							
	60	OK							

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FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Keystone Heights High School - 0311

900 Orchid Avenue

Keystone Heights, FL 32656

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

9/10/19 & 3/10/20

Fire Drill Log: ✓ Drills Performed: 4

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	61		Emergency light out.					X
	62	OK						
	63	OK						
	64	OK						
	65	OK						
	72	OK						
	74	OK						
	76	Urinal out of order.	Knockout missing in Electrical Panel.					X
	78	OK						
	80	OK						
	82		Emergency light out.					X
	84	OK						
	90		Emergency light out.					X
	91	Small burn mark at the top left of the panel.						X

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Middleburg High School - 0391

3750 County Road 220

Middleburg, FL 32068

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

9/17/19 & 11/12/19

		Fire Drill Log: <u>✓</u> Drills Performed: <u>2</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	78	Add electrical outlet for drink machines by Room 114					X	
	195	Replace stained ceiling tiles						X
	260		Emergency light out					X
92	001	Hole in floor by teachers desk						X
	5	Remove or disable one of the horns in classroom (was 2 classrooms, now is one)					X	
	7	OK						
	9	OK						
	31	OK						
	32	OK						
	33		Emergency light out	2nd Time				X
	34		Emergency light out					X
	35	OK						
	36		Emergency light out	2nd Time				X
	41	OK						
	42	OK						
	43	OK						
	44	OK						
	45		Emergency light out					X
	46	OK						

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Middleburg High School - 0391

3750 County Road 220

Middleburg, FL 32068

INSPECTOR SIGNATURE:



INSPECTION DATE:

9/17/19 & 11/12/19

			Fire Drill Log: <u>✓</u> Drills Performed: <u>2</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	51	OK						
	52	OK						
	53	OK						
	55	OK						
	60	OK						
	61	OK						
	62	OK						
	63	OK						
	64	OK						
	65	OK						
	66	OK						
	67	OK						
	70	Shelf blocking electric panel	Emergency light out					X
	71	OK						
	72	OK						
	73	OK						
	74	Broken outlet cover under white board						
	75	Broken outlet cover under white board	Emergency light out	2nd Time				X
	76	Siding bad under A/C					X	
	77	OK						
	78	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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FIRE SAFETY INSPECTION REPORT
F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Middleburg High School - 0391
3750 County Road 220
Middleburg, FL 32068

INSPECTOR SIGNATURE:



INSPECTION DATE: 9/17/19 & 11/12/19

			Fire Drill Log: <u>✓</u> Drills Performed: <u>2</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	79	OK						
	80	OK						
	81	Siding bad at ramp					X	
	82	OK						
	84	OK						
	86	OK						
	88	OK						
	54 A/B		Remove EXIT signs on 2 doors that are not EXIT's/2 - Required					X
96	69	Out of order - Girls side is ok - Boys side is in disrepair						X

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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FISCAL YEAR: 2019/20

DISTRICT: CLAY
FACILITY: Orange Park High School - WEST CAMPUS 0252
2300 Kingsley Avenue
Orange Park, FL 32073

INSPECTOR SIGNATURE: _____

INSPECTION DATE: 10/2/2019

			Fire Drill Log: <u>✓</u> Drills Performed: <u>2</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
16			Emergency lights in all halls - not working					X	
	1603	Door handle loose						X	
17		OK							
18			Emergency lights in all halls - not working					X	
		Banner blocking EXIT						X	
19		OK							
20			EXIT lights out at both ends of the halls					X	
	2010		Emergency lights out - Outside					X	
	2010		Emergency lights out					X	
	2013		Emergency lights out					X	

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION

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F.S. 1013.12, 1013.20 & NFPA 101

AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Orange Park High School - 0252

2300 Kingsley Avenue

Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE: 10/2/19 & 10/23/19

		Fire Drill Log: <u>✓</u> Drills Performed: <u>2</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1	201		Emergency evacuation sheet missing					X
	218	Outside room fire extinguisher on floor						X
	218	Switch plate missing						
	225		EXIT light outside classroom - needs new battery?					X
3	1		EXIT light out					X
	3	Door vent broken						X
	9		Emergency light out					X
4	1	One water fountain out of order and one has low pressure					X	
	4		EXIT light out					X
	13	Paint stored by Electrical Panel/Put in paint locker						X
	19	Fire extinguisher missing						X
	21	Lights in stairs - not working						X
	22	Lights in stairs - not working						X
10	100		EXIT light out - leading to 100B					X
	103		Emergency light out					X
	104		Emergency light out					X
	112		Emergency light out					X
	115		Emergency light out					X

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR:

2019/20

DISTRICT:

CLAY

FACILITY:

Orange Park High School - 0252

2300 Kingsley Avenue

Orange Park, FL 32073

INSPECTOR SIGNATURE:

Ed P. O'Connell

INSPECTION DATE:

10/2/19 & 10/23/19

		Fire Drill Log: <u>✓</u> Drills Performed: <u>2</u>						
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
10 Cont.	122	Door hard to open					X	
	128	Broken outlet cover						X
12	101	Cover plate missing - exposed wires						X
	110		Emergency evacuation sheet missing					X
	131		Emergency light out/Electrical room					X
	135		Emergency evacuation sheet missing					X
	139	Insulation torn in ceiling			X			
	152	Insulation torn in ceiling			X			
	152		EXIT light out					X
	153	Insulation torn in ceiling			X			
22	2203		Emergency light out					X
	2207	Fryer not under spray nozzle (Fire Hood)						X
24		OK						
27	1		EXIT light out					X
	1		Emergency light out					X
	2		EXIT light out					X
	2		Emergency light out					X
	3		EXIT light out					X
47		OK						
48		OK						
51	2		Emergency light out					X

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION

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AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Orange Park High School - 0252

2300 Kingsley Avenue

Orange Park, FL 32073

INSPECTOR SIGNATURE:



INSPECTION DATE: 10/2/19 & 10/23/19

Fire Drill Log: ✓ Drills Performed: 2

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
51 Cont.	6		Emergency light out					X
	8		Emergency light out					X
92	35	Shelf blocking electrical panel - Move						X
	36		Emergency light out	3rd TIME				X
	37	OK						
	38	OK						
	39	OK						
	40	OK						
	45	OK						
	48	OK						
	49	OK						
	50		Emergency light out					X
	51		Emergency light out	3rd TIME				X
	51	Non CCSD lock on closet						X
	52		Emergency light out					X
	53		Emergency light out	3rd TIME				X
	54		Emergency light out	3rd TIME				X
	55		Emergency light out					X
	56	OK						
	59	OK						
	60	OK						
	61		Emergency light out					X

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AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Orange Park High School - 0252

2300 Kingsley Avenue

Orange Park, FL 32073

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 10/2/19 & 10/23/19

Fire Drill Log: ✓ Drills Performed: 2

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	62	OK						
	63	Lense cover missing on light						X
	64	OK						
	65	OK						
	66	OK						
	67	OK						
93	13 A/B	Popcorn ceiling falling	Emergency light out					X
96		OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

STATE BOARD OF EDUCATION
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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY
FACILITY: Ridgeview High School - 0431
466 Madison Avenue
Orange Park, FL 32065

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE: 4/22 & 4/24/2020

			Fire Drill Log: <u>✓</u> Drills Performed: <u>6</u>					
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
1		OK						
2	240A		Fire Sprinkler Riser not inspected. Tag is missing.				X	
3		OK						
5		OK						
6	635		Emergency EXIT light out.	3rd Time				X
	691		Emergency EXIT light out.					X
7		OK						
8		OK						
9			Multiple Exit lights broken.					X
10	09	Light is out in the closet.						X
11		OK						
12		OK						
13		OK						
15		OK						
92	1	OK						
	2	OK						
	3	OK						
	4	OK						
	5	OK						
	6	OK						
	7	OK						

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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AND

FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Ridgeview High School - 0431

466 Madison Avenue

Orange Park, FL 32065

INSPECTOR SIGNATURE:



INSPECTION DATE: 4/22 & 4/24/2020

		Fire Drill Log: <u>✓</u> Drills Performed: <u>6</u>							
Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School	
92 Cont.	8	Extension cord across floor to microwave. Add outlet.					X		
	9	OK							
	10	OK							
	11		Emergency light out.	2nd Time				X	
	12		Emergency light out.						
	21	OK							
	22		Emergency light out	2nd Time				X	
	23	OK							
	24		Emergency light out.						
	25	OK							
	26	OK							
	27	Electrical outlet cover missing under data box.						X	
	28		Emergency light out.					X	
	29	Extension cord to T.V. Panel. Add outlet.					X		
	30	Half of the light lenses and bulbs are removed.	Emergency light out.					X	
	31	OK							
	32	OK							
	33	OK							

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FIRE SAFETY INSPECTION REPORT

F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT: CLAY

FACILITY:

Ridgeview High School - 0431
466 Madison Avenue
Orange Park, FL 32065

INSPECTOR SIGNATURE:



INSPECTION DATE: 4/22 & 4/24/2020

Fire Drill Log: ✓ Drills Performed: 6

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	67	Extension cord across doorway - fix outlets to get rid of cord.					X	
	68	OK						
	69	OK						
	70	OK						
	71	OK						
	72	OK						
	73	Emergency light out.						
	81		Emergency light out	2nd Time				X
	82		Emergency light out	2nd Time				X
	83		Emergency light out	3rd Time				X
	84		Emergency light out	3rd Time				X
	85	OK						
	86	OK						
	87	Two broken outlet covers on back wall (Panduit).						X
	88	OK						
	89	Two outlet covers missing under white board.						X
	90	OK						
	91	OK						X

COMPREHENSIVE SAFETY & SANITATION INSPECTION REPORT

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F.S. 1013.12, 1013.20 & RULE 69A-58

FISCAL YEAR: 2019/20

DISTRICT:

CLAY

FACILITY:

Ridgeview High School - 0431
466 Madison Avenue
Orange Park, FL 32065

INSPECTOR SIGNATURE:

[Signature]

INSPECTION DATE:

4/22 & 4/24/2020

Fire Drill Log: ✓ Drills Performed: 6

Bldg	Room	Casualty Safety & Sanitation Deficiency	Fire Safety Deficiency	Deficiency Not Corrected from Previous Inspection	Facilities	Info Services	Maint	School
92 Cont.	92	OK						
	101		Emergency light out	2nd Time				X
	103		Emergency light out	2nd Time				X

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C33 - Change Order #1 for Clay High School Erosion Control/Stormwater Repair

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This Change Order addresses unforeseen conditions encountered and other change of scope issues.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, effective environment for Clay County students.

Recommendation

Approve Change Order #1.

Contact

Bryce Ellis, Interim Assistant Superintendent of Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Jeffery Marks, Project Manager, (904) 336-6821, jeffery.marks@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$68,942.40. Architect fees will increase by \$5,860.11 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

☉ [Change Order #1 for Clay High School Erosion Control Stormwater Repair.pdf](#)

AIA® Document G701™ – 2017

Change Order

PROJECT: (Name and address)
 Clay H.S. Erosion Control/Stormwater
 2025 FL 16
 Green Cove Springs, FL 32043
 Project #C-12-19/20

CONTRACT INFORMATION:
 Contract For: General Construction
 Date: April 2, 2020

CHANGE ORDER INFORMATION:
 Change Order Number: 1
 Date: June 25, 2020

OWNER: (Name and address)
 School Board of Clay County
 900 Walnut St.
 Green Cove Spring, FL 32043

ARCHITECT: (Name and address)
 Michele M. Agee, P.E., P.A.
 1329 Kingsley Ave, Suite C
 Orange Park, FL 32073

CONTRACTOR: (Name and address)
 Hager Construction Company
 1404 Kings St.
 Jacksonville, FL 32209

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

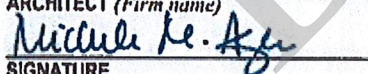
Install 24" pipe liner, raise lid of existing manhole, and construct 20' of new sidewalk (lump sum) \$68,942.40

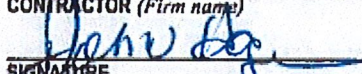
The original Contract Sum was	\$	165,969.00
The net change by previously authorized Change Orders	\$	0.00
The Contract Sum prior to this Change Order was	\$	165,969.00
The Contract Sum will be increased by this Change Order in the amount of	\$	68,942.40
The new Contract Sum including this Change Order will be	\$	234,911.40

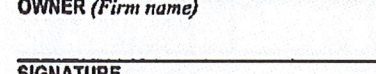
The Contract Time will be increased by Thirty (30) days.
 The new date of Substantial Completion will be August 30, 2020

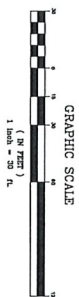
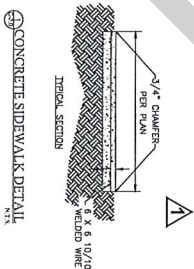
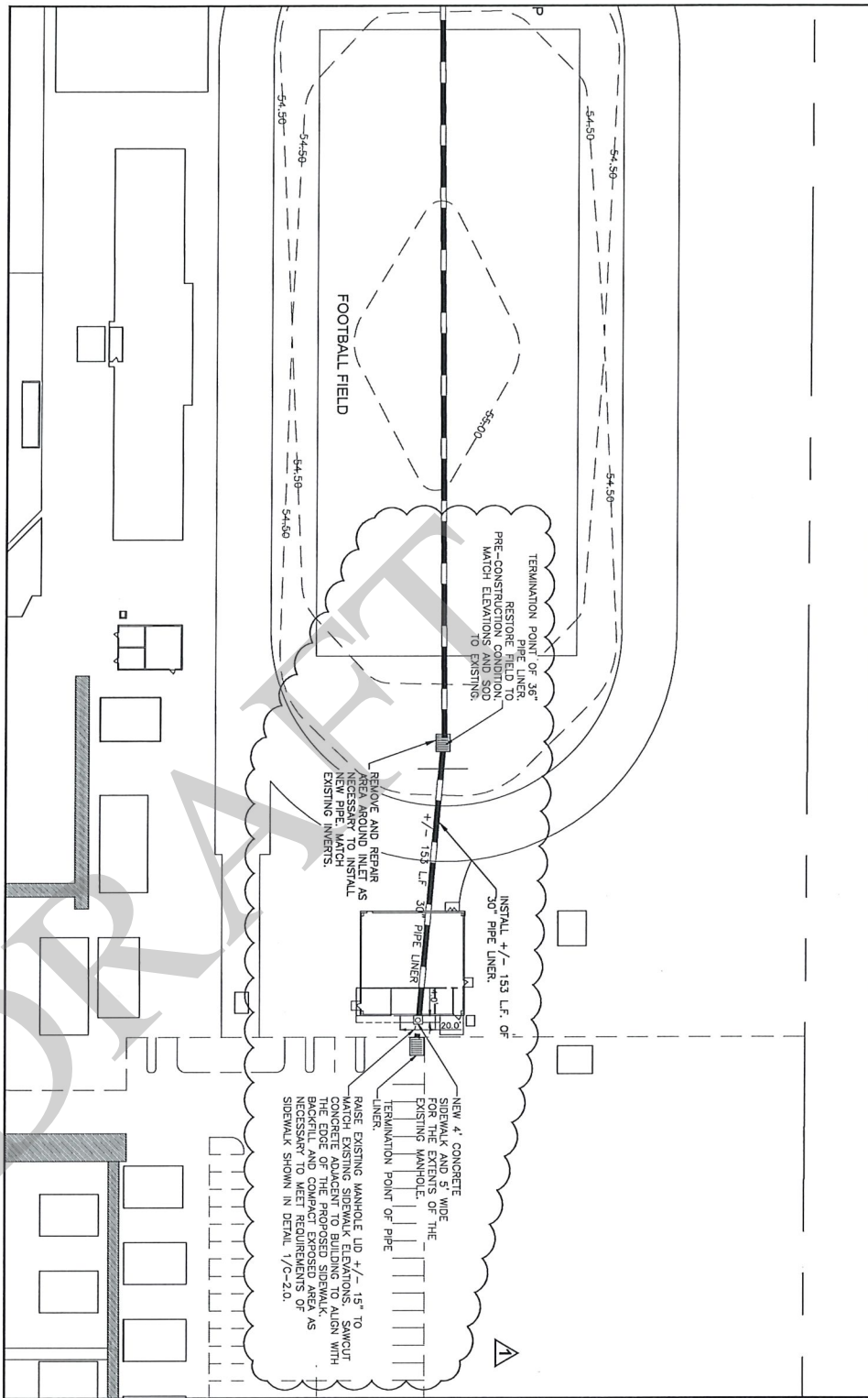
NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Michele M. Agee, P.E. P.A.
ARCHITECT (Firm name)

SIGNATURE
Michele M. Agee
PRINTED NAME AND TITLE
June 8, 2020
DATE

Hager Construction Company
CONTRACTOR (Firm name)

SIGNATURE
John Hager
PRINTED NAME AND TITLE
June 8, 2020
DATE

School Board of Clay County
OWNER (Firm name)

SIGNATURE
Carol Studdard, Board Chair
PRINTED NAME AND TITLE
June 25, 2020
DATE



- GENERAL NOTES**
1. CONTRACTOR WILL PROVIDE ENGINEER WITH SHOP DRAWINGS OF "OMEGA LINER" PRIOR TO CONSTRUCTION.
 2. PROVIDE METHOD OF JOINT REPAIR TO ENGINEER PRIOR TO COMMENCING CONSTRUCTION.

- DRAINAGE NOTES**
1. CONTRACTOR TO ENSURE THAT THE LATEST APPROVED SETS OF PLANS FOR THE PROJECT ARE BEING UTILIZED FOR THE CONSTRUCTION OF THE PROJECT.
 2. CONTRACTOR TO SUBMIT SHOP DRAWINGS TO ENGINEER FOR ALL STRUCTURES PRIOR TO ORDERING.
 3. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE LOCATION OF EXISTING UTILITIES AND SHALL EXERCISE EXTREME CAUTION WHILE CONSTRUCTING THE PROJECT. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE LOCATION OF EXISTING UTILITIES AND SHALL EXERCISE EXTREME CAUTION WHILE CONSTRUCTING THE PROJECT.
 4. THE CONTRACTOR MUST OBTAIN ALL PERMITS PRIOR TO BE KEPT ON CONSTRUCTION SITE AT ALL TIMES AS REQUIRED.
 5. UNSUITABLE MATERIAL ENCOUNTERED SHALL BE LEGALLY DISPOSED OF OFF-SITE AT THE CONTRACTOR'S EXPENSE OR DEPOSITED IN A DESIGNATED AREA FOR DISPOSAL. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS FOR DISPOSAL OF MATERIAL.
 6. CONTRACTOR SHALL VERIFY EXISTING PRELIMINARY AND BUILDING LOCATIONS AND ELEVATIONS PRIOR TO CONSTRUCTION.
 7. CONTRACTOR MUST PROVIDE CERTIFIED TEST RESULTS OF THE EXISTING SOILS TO THE ENGINEER PRIOR TO CONSTRUCTION. THE DATE OF THE TEST SHALL BE NO MORE THAN 12 MONTHS PRIOR TO THE DATE OF CONSTRUCTION.
 8. DURING CONSTRUCTION CONTRACTOR TO PLACE HAY BALES AND SET CURBING AT ALL DOWNSTREAM DISCHARGE POINTS UNTIL THE CONSTRUCTION IS COMPLETE AND SETBACKS ARE STABILIZED. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE LOCATION OF EXISTING UTILITIES AND SHALL EXERCISE EXTREME CAUTION WHILE CONSTRUCTING THE PROJECT.
 9. CONTRACTOR SHALL BE RESPONSIBLE FOR THE LOCATION OF EXISTING UTILITIES AND SHALL EXERCISE EXTREME CAUTION WHILE CONSTRUCTING THE PROJECT.
 10. ALL WORK SHALL BE IN ACCORDANCE WITH LATEST CLAY COUNTY PUBLIC SCHOOLS CODES.
 11. PRIOR TO DISCHARGE OF PROPOSED WATERS INTO SURFACE WATERS OF THE STATE AS DENIED IN CHAPTER 62-400 OF THE FLORIDA STATUTES, THE CONTRACTOR SHALL OBTAIN A PERMIT FROM THE FLORIDA DEPARTMENT OF ENVIRONMENTAL PROTECTION (FDEP) FOR THE DISCHARGE OF PROPOSED WATERS INTO SURFACE WATERS.
 12. CONTRACTOR SHALL BE RESPONSIBLE FOR VERIFYING EXISTING LOCATIONS AND ELEVATIONS PRIOR TO CONSTRUCTION. THE CONTRACTOR SHALL BE RESPONSIBLE FOR THE LOCATION OF EXISTING UTILITIES AND SHALL EXERCISE EXTREME CAUTION WHILE CONSTRUCTING THE PROJECT.
 13. ALL DISTURBED GRASS AREAS WILL BE RESTORED TO ORIGINAL CONDITION PRIOR TO THE END OF THE PROJECT. SEEDING IS NOT PERMITTED.
 14. ALL PIPE WORK TO BE ACCOMPLISHED PER FOOT STANDARDS.

27 May 2020 (Revised)

ASI #001-R1, to Drawings and Specifications dated **February 6, 2020 for Clay High School**, as prepared by Michele M. Agee, P.E., P.A., 1329 Kinsley Ave., Suite C, Orange Park, FL

This **ASI #001-R1** shall hereby be and become a part of the Contract Documents the same as if originally bound thereto.

The following clarifications, amendments, additions, revisions, changes and modifications change the original Contract Documents only in the amount and to the extent hereinafter specified and set forth in this **ASI #001-R1**.

PURPOSE OF THIS ASI, SUMMARY:

The purpose of this ASI is to: Provide approximately 154 l.f. of 30" pipe liner as shown on revised plan sheet C-2.0, raise the storm manhole lid on the west side of the field house, and replace 20' of sidewalk on the west side of the field house.

CHANGES TO SPECIFICATIONS

Civil:

ITEM NO. 1.: None in this document

CHANGES TO CONTRUCTION PLANS

Civil:

ITEM NO. 1.: C-2.0 Drainage Plan

- A. Additional pipe liner, approximately 154 l.f.
- B. Raise lid of existing storm manhole +/- 15" to existing sidewalk elevation.
- C. Remove +/- 10' of existing sidewalk, and construct 20' of new 4' wide sidewalk. Construct 5' wide sidewalk from edge of manhole to edge of manhole. Manhole lid will extend through sidewalk to match sidewalk elevations.

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

C34 - Option Contract for Roderico Property

Description

Through negotiation with the property owner, the attached Option Contract has been developed and the School Board is now in a position to approve this acquisition.

Gap Analysis

N/A

Previous Outcomes

Option Contract approval allows the purchase of property.

Expected Outcomes

Roderico Road property acquisition for School Board use.

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 Option Contract to purchase the Roderigo Road property in the amount of \$125,000.00. The appraised value of the property is \$134,000.00.

Contact

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net, James Fossa, Coordinator of Planning and Intergovernmental Affairs, (904) 336-6852, james.fossa@myoneclay.net

Financial Impact

These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

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

OPTION CONTRACT

Option is given this ____ day of _____, 2020, by The City of Green Cove Springs, Florida, by and through the Green Cove Springs City Council, 321 Walnut Street, Green Cove Springs, Florida, ("Green Cove Springs"), which hereby grants to the School Board of Clay County, Florida, 900 Walnut Street, Green Cove Springs, Florida, (School Board"), the exclusive right and option to purchase, on terms and conditions set forth herein, that certain real property in Clay County, Florida, more particularly described as follows:

Land situated in Block 30 and Block 31 in P.B. Hamilton's subdivision; as per plat thereof recorded in Plat Book 1 on page 36 and Plat Book 6 on page 37; of the public records of Clay County, Florida, which land is located in Green Cove Springs, Florida and consists of lots 4 and 5 of Block 30 in P.B. Hamilton's subdivision, which land is bordered on the south by lot 3 of Block 30 in P.B. Hamilton's subdivision; bordered on the west by the eastern right of way of CSX railroad which is coterminous with the western boundary line of Block 30; bordered on the north by the southern boundary of the right of way of Center Street; and bordered on the easternmost side of the right of way of Roderigo Avenue, a/k/a Roderico Avenue which is coterminous with the western boundaries of those lands and property owned by the School Board of Clay County, Florida, which lands are situated on Blocks 31 and 34 of P.B. Hamilton's subdivision and the now closed right of way of Ludorigo Avenue.

The land included in this purchase also includes the entire right of way of Roderigo Avenue a/k/a Roderico Avenue from its northern junction with southern boundary Center Street the southern junction with the northern right of way boundary of Walnut Street/Barbantio Avenue.

1. **OPTION CONSIDERATION.** The consideration for this option contract shall be ten dollars (\$10.00), which sum, if District exercises this option, shall apply toward the purchase price.
2. **OPTION TERM.** District shall have ninety (90) days from date of execution hereof within which to give notice to Green Cove Springs in writing of its intention to exercise this option.
3. **CLOSING DATE.** The closing of the transaction shall take place in the office of District's attorney within 30 days from the date of the notice of intent to exercise this option. Green Cove Springs shall convey the Property to District at closing by special warranty deed, subject to the matters set forth in Section 5 below.
4. **PURCHASE PRICE.** In the event District elects to exercise this option, it shall pay Green Cove Springs the purchase price of \$125,000.00, at closing.
5. **PROOF OF TITLE.** District shall, at its expense, obtain a binder of title insurance written by a title insurer acceptable to District, binding said title insurer to issue, after closing, a policy of title

insurance insuring the title to the property to be free and clear of all liens or mortgages and subject only to covenants, conditions, restrictions and easements, if any, recorded in the public records of Clay County, Florida, and subject to matters that would be shown by a current survey of the Property, and current real estate taxes not yet due and payable as of the date of closing.

6. CLOSING COSTS, TAXES, ETC. The real property taxes on the property, if any, shall be prorated between the parties as of the date of the closing. Any outstanding tax certificates for prior years shall be paid by Green Cove Springs. Green Cove Springs shall pay for Green Cove Spring's attorney's fee, if any. Seller shall pay deed stamps. District shall pay for title insurance, property survey, recording of the deed, its attorney's fee and all other closing costs.

7. FAILURE TO EXERCISE OPTION. If District does not exercise this option in accordance with its terms and within the option period, this option and the rights of District shall automatically terminate without notice.

8. NOTICES. All notices provided for herein shall be deemed to have been duly given if and when deposited in the United States mail, properly stamped and addressed to the party for whom intended at the party's above listed address, or when delivered personally to such party.

As to City of green Cove Springs: c/o Steve Kennedy
 City Manager
 City of Green Cove Springs
 321 Walnut Street
 Green Cove Springs, Florida 32043

As to School Board: Ms. Bryce Ellis
 Asst. Superintendent of Operations
 925 West Center Street
 Green Cove Springs, Florida 32043

9. BINDING EFFECT. This option shall be binding upon and shall inhere to the benefit of the parties hereof and to their respective heirs, successors or assigns.

10. CLOSING CONDITION. Green Cove Springs warrants as a condition to the execution hereof and the closing of this transaction that, except for limited occupation of the structure which is on the property which occupation shall terminate no later than July 15, 2020, and except as disclosed by instruments recorded in the public records of Clay County, Florida, the property shall not be occupied by them or by anyone else at the time of closing without written consent of District.

11. TIME OF ESSENCE. Time is of the essence of this option.

12. ADDITIONAL MATTERS. The District and Green Cove Springs agree that the closing of Roderigo/Roderico Avenue shall be addressed by ordinance as soon as possible after closing of this transaction.

13. AS IS. If District elects to purchase the Property, it shall accept the same in its "AS-IS" condition, subject to requirements of paragraph 12.

14. NO BROKERS. Green Cove Springs and District each warrants to the other that the party making the warranty has not authorized any broker or finder to act on its behalf in connection with the sale and purchase hereunder and that neither has dealt with any broker or finder purporting to act on behalf of any other party with respect to this transaction. This Section shall survive the Closing or any earlier termination of this Agreement.

Witnesses as to Green Cove Springs:

City of Green Cove Springs, Florida

BY: B. VAN ROYAL, MAYOR

DATE: _____

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

CAROL Y. STUDDARD, CHAIRMAN

Attest:

DAVID S. BROSKIE
SUPERINTENDENT OF SCHOOLS

DATE: _____

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

D1 - 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**

School Board of Clay County

June 25, 2020 Regular School Board Meeting

Title

D2 - Public Hearing to Approve as Advertised proposed revisions to School Board Policy 5.02A, Business Affairs Purchasing

Description

School Board Policies outlines rules and procedures to ensure the efficient operation of the school district. The School Board and Superintendent met collectively in a workshop setting and developed the proposed changes. The Board intends to adopt the proposed revisions following a public hearing to take place on June 25, 2020.

Gap Analysis

All Board Policies are reviewed periodically to ensure they are up to date and compliant with current applicable laws and regulations.

Previous Outcomes

The Board policies have been reviewed and/or revised in the past.

Expected Outcomes

The proposed amendments to Board policies will be adopted by the Board and implemented appropriately.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve/Adopt as advertised proposed amendments to Board policy 5.02A, following the public hearing.

Contact

Dr. Susan Legutko, Assistant Superintendent to Business Affairs, (904) 336-6722, susan.legutko@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- ☛ [CCSB - 5.02 Business Affairs_Purchasing_FEDERAL GRANT MONEY \(1\).docx FINAL \(1\).pdf](#)
- ☛ [Approval to Advertise Notice of Public Hearing SB Policy Purchasing 5.02A.pdf](#)

SECTION V BUSINESS AFFAIRS

5.02 GENERAL POLICIES

A. Purchasing

1. The Director of Purchasing will be responsible for organizing and administering acquisitions for the district in accordance with responsibility and authority delegated by the District's Superintendent, School Board and resultant policies. The procedures outlined in the handbook regarding centralized purchasing approved by the School Board will be used by the District Purchasing Department in its conduct of business.

2. Insofar, as possible or practical, all purchases from budgeted funds shall be based on requisitions. Requisitions must be approved by either the principal or the department head prior to issuance of the purchase order. No person, unless authorized to do so under regulations of the Board, may make any purchase involving the use of school funds; no expenditures for unauthorized purchases will be approved for payment by the Board.

3. Purchase orders will be executed by the Director of Purchasing. A properly completed purchase order form is to be considered a contract for goods, services, supplies or equipment between the School Board and a qualified vendor. The purchase order form is to be approved and signed by the Director of Purchasing or Superintendent. Insofar as possible or practical, no purchase order is to be mailed or issued until after it has been encumbered against budgeted funds. Purchase orders are not required for salaries, utilities, and other similar items that are exempt by law or regulation.

4. When it is the most economical method, blanket purchase orders will be used to procure items and services of a non-competitive nature. A blanket purchase order is an open end contract which designates one company as supplier for items frequently needed by a particular school/department. The blanket purchase order defines the terms, conditions, persons or departments authorized to use the blanket purchase order, delivery instructions and total dollar value for a specified period of time. It is the intention of the School Board that the use of blanket purchase orders be limited.

5. Except as authorized by law or rule, competitive solicitations shall be requested from three (3) or more reputable sources for any authorized commodities or contractual services exceeding \$50,000 or more. The School Board may not divide the procurement of commodities or contractual services so as to avoid this monetary threshold requirement. For expenditures less than \$50,000 and when practical, quotations will be requested as follows:

\$15,000-\$24,999 – documented telephone quotes from 2 or more qualified vendors

\$25,000-\$39,999 - written quotes from 3 or more qualified vendors

\$40,000 - formal written sealed quotes

It shall be the responsibility of the Director of Purchasing, with other qualified staff personnel, to recommend the lowest responsive and responsible proposers meeting specification and conditions of a competitive solicitation. When a competitive solicitation other than the lowest competitive

solicitation is being recommended, it will be the responsibility of the Director of Purchasing to submit to the School Board the reasons for this recommendation.

(Amended: 09/21/89, 02-17-94, 06-19-97; 10-19-00; 12/16/14)

6. In the event of tied or identical bids, preference shall be given to the bid which certifies that a drug-free workplace has been implemented in accordance with Section 287.087 F.S.. If all tied bids have a drug-free workplace program certification, then preference shall be given to the bidder whose business is physically located in Clay County, Florida. If neither vendor is located in Clay County, Florida then preference shall be given to the bidder whose business is physically located in the State of Florida. If more than one tied bidder is located in Clay County, Florida or if no tied bidder or more than one tied bidder is located in the State of Florida, the award of the tied bid shall be decided by the flip of a coin in the presence of witnesses. The coin flip shall be administered by the Director of Purchasing who shall designate the calling of heads or tails.

7. The School Board shall have the authority to reject any or all competitive solicitations; request new competitive solicitations; award alternate competitive solicitations not meeting the general specifications set forth; award competitive solicitations on a per item or total competitive solicitation basis; or purchase the required commodities or contractual services in any other manner authorized by law or rule – whichever would be in the best interest of the School Board. Competitive solicitation disputes will be resolved by following the procedures as outlined in the Handbook of Procedures Regarding Centralized Purchasing/ Accounts Payable/Warehouse of the School Board

8. The School Board will not, under any conditions, consider escalating prices at the time of the competitive solicitation or after the official time the competitive solicitation is awarded by the School Board unless the competitive solicitation document has a provision stating otherwise.

9. The requirement for requesting competitive solicitations and making purchases, insofar as they relate to purchases of petroleum and paper products, are hereby waived when the following conditions have been met:

- a. Competitive solicitation have been requested in the manner prescribed, and
- b. The School Board has made a finding that no valid or acceptable firm competitive solicitation has been received within the prescribed time.

When such a finding has been officially made the School Board may authorize the Director of Purchasing to negotiate with suppliers to execute a contract for such supplies under whatever terms and conditions are felt to be to in the best interest of the School Board.

As required by 1001.42(102)(j), Florida Statutes, the School Board shall receive and give consideration to the prices available to it under rules of the Department of Management Services, Division of Purchasing. The School Board shall have the option of purchasing under the contracts as may be established, if such purchases are to the economic advantage of the School Board and meet the standards and specifications prescribed by the Superintendent.

In lieu of requesting competitive solicitations from three (3) or more sources, the School Board may make purchases at or below the specified prices from contracts awarded by other city or county governmental agencies, other district school boards, community colleges, federal agencies, the public or governmental agencies of any state, or from state university system cooperative bid agreements

and cooperative organizations/networks or contracts, when the proposer awarded a contract by another entity defined herein shall permit purchases by the School Board at the same terms, conditions and prices (or below such prices) awarded in such contracts, and such purchases are to the economic advantage of the School Board.

A contract for commodities or contractual services may be awarded without competitive solicitations if state or federal law, a grant or a state or federal agency contract prescribes with whom the School Board must contract or if the rate of payment is established during the appropriations process.

A contract for regulated utilities or government franchised services may be awarded without competitive solicitations.

10. An emergency purchase is defined as one brought about by a sudden unexpected turn of events (i.e. acts of God, riot, fires, floods, accidents, or any circumstances or cause beyond the control of the cost center head in the normal conduct of its business) involving health, welfare, injury, or loss to the School Board, and which can be rectified only by immediate purchase of equipment, supplies, materials, or services. When the Superintendent of Schools determines in writing that a bona fide emergency exists, he/she may authorize the purchase of equipment, supplies, materials or services without compliance with policies which require requisitions, competitive solicitations or other preliminary measures leading to the issuance of a purchase order. A confirming purchase order shall be issued for all purchases made under this heading. The confirmation shall contain an explanation of the nature of the emergency.

11. It is the responsibility of each principal or department head, or their authorized representative, to acknowledge receipt of goods or services to their school or department immediately upon receipt, by signing and returning to the Accounts Payable Office the copy of the purchase order provided for that purpose. Any discrepancy between the items specified in the purchase order and what is received shall be noted, in writing rejected and a note attached in Business Plus, by the principal or department head or authorized representative of the school. Payments will not be made until the signed purchase order receiving copy is returned to the Accounts Payable Office

12. No lease agreement shall exceed a period of twelve months; however, acquisitions by this method may be subject to a clause granting option to renew. The School Board may not enter into a lease or lease/purchase agreement, the term of which exceeds one year, unless the agreement contains the stipulation, “ ... subject to the availability of funds.”

13. Petty cash funds will be established for the primary purpose of small day-to-day purchases and minor equipment repairs. No equipment may be purchased using petty cash funds.

14. Competitive solicitation, quotations, a list of vendors and one copy of all purchase orders issued or canceled will be maintained in the district’s purchasing office.

15. The School Food Service Department will be responsible for the accuracy and payment of invoices for materials purchased for that department.

16. Procedures as outlined in the Purchasing Handbook shall be the authority for procurement. The policies as stated above will serve as supplemental policies to the Purchasing Manual. Florida Statutes, State Board of Education Rules, and Federal Regulations are the governing requirements complied with and, in the case of conflict, will take precedence over the Purchasing Handbook

17. Federal Grants/Funds

Procurement of all supplies, materials, equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, Board policies, and administrative procedures, including all provisions contained in 2 CFR 200.316 through 2 CFR 200.326. NOTE: In the event that state law is more restrictive than federal law, the District reserves the right to utilize and comply with the more restrictive state law.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 C.F.R. 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general Purchasing Policy in Section 5.02 Business Affairs.

General Procurement Standards

The District will implement the provisions of 2 CFR 200.318 and will use its own documented procurement standards which reflect applicable state and local standards, ensuring that said standards conform with applicable federal laws.

District shall maintain written standards of conduct covering conflicts of interest and governing the The District shall maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Competition

All procurement transactions paid for from Federal funds or District matching funds shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgment. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

The District shall not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, except when an applicable Federal statute expressly mandates or encourages a geographic preference; or the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. In the instance where state law requires local preferences, the District shall follow state law.

If the District uses a pre-qualified list of persons, firms, or products to acquire goods and services that are subject to this policy, the pre-qualified list shall include enough qualified sources as to ensure maximum open and free competition. The District shall allow vendors to apply for consideration to be placed on the list annually.

All terms of 2 C.F.R. 200.318 shall be followed.

Procurement Methods

The District shall utilize the following methods of procurement:

A. Micro-purchases:

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold in C.F.R. 200, as amended. The District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if Superintendent considers the price to be reasonable.

B. Small Purchases:

Small purchase procedures are relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$50,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

C. Sealed Bids:

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$50,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$50,000.

In order for sealed bidding to be feasible, the following conditions shall be present:

1. A complete, adequate, and realistic specification or purchase description is available;
2. Two (2) or more responsible bidders are willing and able to compete effectively for the business; and
3. The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

1. Bids shall be solicited in accordance with the provisions of State law and District. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
2. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.

3. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.

4. A firm fixed price contract award will be made in writing to the lowest responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.

5. The Board reserves the right to reject any or all bids for sound documented reason.

D. Competitive Proposals

Procurement by competitive proposal is normally conducted with more than one source submitting an offer and is generally used when conditions are not appropriate for the use of sealed bids.

If this method is used, the following requirements apply:

1. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.

2. Proposals shall be solicited from an adequate number of sources.

3. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients

4. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

5. The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

E. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source

2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation

3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District

4. After solicitation of a number of sources, competition is determined to be inadequate.

Small and Minority Businesses, Women's Businesses and Labor Surplus area Firms

The District shall take affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible in accordance with 2 C.F.R. 200.321.

Contract/Price Analysis

In compliance with 2 CFR 200.323, the District shall perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold, including contract modifications. Cost analysis is defined as evaluating the separate cost elements that make up the total price; price analysis is defined as evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

The District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Awarding Agency Review

Pursuant to 2 CFR 200.324, the District shall make available, upon request of the awarding agency or pass through agency, technical specifications on proposed procurements where the awarding or pass through agency believes such review is needed.

Bonding Requirements

For construction or facility improvement contracts or subcontracts exceeding the Simplified Acquisition Threshold, in the event that the awarding agency or pass through agency has not accepted the District's bonding policies, the District shall ensure that the minimum requirements of 2 CFR 200.325 are followed regarding bid guarantees, performance bonds and payment bonds.

Maintenance of Procurement Records

The District shall maintain records sufficient to detail the history of all procurements, including records which reflect rationale for the method of procurement, selection of contract type, contractor selection, or rejection, and the basis for the contract price.

Legal

(Amended: 11/18/03, 12/16/14) FL Statutes Chapter 1001: 1001.41, 120: 120.54, 120.536, 287; DOE Rule 6A-1.012

Code of Federal Regulations: 2 CFR 200.316; 2 CFR 200.317; 2 CFR 200.318; 2 CFR 200.319; 2 CFR 200.320; 2 CFR 200.321; 2 CFR 200.322; 2 CFR 200.323; 2 CFR 200.324; 2 CFR 200.325; 2 CFR 200.326

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT AMENDMENTS TO SCHOOL BOARD POLICY 5.02A, Business Affairs, General Policies, Purchasing

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approved on May 7, 2020 the advertisement of proposed amendments to Board Policy 5.02A, Business Affairs, General Policies Purchasing.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed amendments is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - May 7, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt the proposed amendments under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced Board Policies and proposed amendments are noted under each section of the Policy.

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

Public Hearing: The Board intends to formally adopt the proposed amendments to its Policies following a public hearing. ***The public hearing shall be held on Thursday, June 25, 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.