

School Board of Clay County

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

October 1, 2020 - Regular School Board Meeting

Date: Oct 01 2020 (6:00 p.m.)

Student Showcase (None)

Invocation (Father Michael Pendergraft, Sacred Heart Catholic Church)

Pledge of Allegiance

Call to Order

Recognitions and Awards

Presenters

School Showcase (None)

Presentations from the Audience (Public Comment)

Consent Agenda

Superintendent

[1. C1 - Minutes of Workshop on August 26, 2020, Special Meeting on August 26, 2020, and Regular Meeting on September 3, 2020](#)

🔗 [2020 Aug 26 Special Meeting.pdf](#)

🔗 [2020 Aug 26 Workshop.pdf](#)

🔗 [2020 Sep 3 Regular Meeting.pdf](#)

Human Resources

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

🔗 [Personnel Consent Agenda 10 01 2020.pdf](#)

Instruction-Academic Services

[3. C3 - K-12 Academic Services Out of State and Overnight Student Travel](#)

🔗 [Oct 2020 - Student Field Trips.pdf](#)

[4. C4 - Addendum A to 2017-2021 UNF Dual Enrollment Articulation Agreement](#)

Instruction-Exceptional Student Education

[5. C5 - Safe Crisis Management Training for Exceptional Student Education Employees 2020-2021](#)

[!\[\]\(50ba758255c5d7cec2761495a31c7c80_img.jpg\) Data Year by Year for October 2020 Board.pdf](#)

[6. C6 - First Coast Mobile Audiology Contract 20-21](#)

[!\[\]\(3dfb8d66e81160ad61421a3452093d1b_img.jpg\) First Coast Mobile Audiology.pdf](#)

Instruction-Climate and Culture

[7. C7 - Dispute Resolution Guide: McKinney-Vento Eligibility School Selection/Enrollment](#)

[!\[\]\(339a16584d5da0f0a3ca4e9ec17bf6a1_img.jpg\) Clay County School District Dispute Resolution 2020.docx.pdf](#)

Business Affairs

[8. C8 - Proposed Allocation Changes for 2020-2021](#)

Business Affairs-Property

[9. C9 - Deletion of Certain Items Report - September, 2020](#)

[!\[\]\(c50c8b7b2cc2cf9ff925edec0ee94c0d_img.jpg\) Deletion Report-September, 2020.pdf](#)

Business Affairs-Purchasing

[10. C10 - BID to be Awarded](#)

Operations-Facilities

[11. C11 - Substantial and Final Completion of Wilkinson Elementary School Fire Alarm Replacement](#)

[!\[\]\(f1c5da15572e3e09d343161be98f508d_img.jpg\) WES Fire Alarm Substantially Complete.pdf](#)

[!\[\]\(235bfe13ebf007ce2eea9e689707fac7_img.jpg\) WES Fire Alarm Substantial Inspection.pdf](#)

[!\[\]\(eabd9f9ababee93effadc3b380fe65fd_img.jpg\) Wilkinson F A Final Complete_ \(1\).pdf](#)

[12. C12 - County-Wide Professional Mechanical/Electrical Engineering Services Contract Award](#)

[13. C13 - Tynes Elementary School New Classroom Addition Contract Award](#)

[!\[\]\(291e070cef6c4d5e78fefe4696ef53be_img.jpg\) TES Classroom Addition Bid Tab.pdf](#)

[14. C14 - Final Completion of Doctors Inlet Elementary School Cafeteria Expansion](#)

[!\[\]\(f507db636256ac11a5525ef93ec6b8d7_img.jpg\) DIS Final Completion.pdf](#)

[15. C15 - Schematic/Preliminary/Final \(Phase I, II, and III\) Plans and Specifications for Ridgeview Elementary School Parking Lot Lighting Replacement](#)

[16. C16 - Schematic/Preliminary/Final \(Phase I, II, & III\) Plans and Specifications for Oakleaf Junior High School Security Lighting Repair/Replacement](#)

[17. C17 - Pre-Qualification of Contractors](#)

[!\[\]\(b9742ff0bb3da904abeeee81c2bcb456_img.jpg\) Table for Board Backup Contractor Prequal, 10.1.20.pdf](#)

Adoption of Consent Agenda

CCEA Update (Victoria Kidwell)

CESPA Update (Lonnie Roberts)

Superintendent's Update and Presentations

Discussion Agenda

Superintendent

[18. D1 - Public Hearing to Approve as Advertised The 2020-2021 Clay County District Schools Smart Restart School Reopening Plan](#)

☞ [2020-2021 CCDS School Reopening Plan.pdf](#)

☞ [Legal Adv Public Hearing Reopening Plan.pdf](#)

School Board Member

[19. D2 - Public Hearing to Approve as Advertised Amendment to School Board Policy 6.80, Transportation of School Children \(Mrs. Bullock\)](#)

☞ [Proposed School Board Policy 6.docx Amended \(2\).docx REVISED FINAL.pdf](#)

☞ [Legal Adv Public Hearing SB Policy 6.80.pdf](#)

Human Resources

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

Instruction-Exceptional Student Education

[21. D4 - Public Hearing to Approve as Advertised the 2019-2020 through 2021-2022 Special Policies and Procedures \(SP&P\) Manual](#)

☞ [2019-2020 SP&P_ Clay.pdf](#)

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

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

☞ [Legal Adv Public Hearing SP&P Manual.pdf](#)

School Board Attorney Remarks

School Board Member Remarks

Adjournment

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C1 - Minutes of Workshop on August 26, 2020, Special Meeting on August 26, 2020, and Regular Meeting on September 3, 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 Aug 26 Special Meeting.pdf](#)

🔗 [2020 Aug 26 Workshop.pdf](#)

🔗 [2020 Sep 3 Regular Meeting.pdf](#)



School Board of Clay County

District Multi-Purpose Center (Corner of Walnut Street and Gratio Place)

August 26, 2020 - School Board Special Meeting

Date: Aug 26 2020 (10:00 a.m.)

Invocation (Ashley Gilhousen)

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)

Agenda Items

1. Approval to Advertise and Notice of Public Hearing to Approve The 2020-2021 Clay County District Schools Smart Restart School Reopening Plan

[Approval to Advertise 2020-2021 CCDS Smart Restart School Reopening Plan.pdf](#)

[2020-2021 CCDS School Reopening Plan.pdf](#)

Motion

Motion to approve

Vote Results (*Approved*)

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Nay

Mary Bolla

- Aye

Tina Bullock

- Aye

2. Approval to Advertise and Notice of Public Hearing to Approve Amendment to School Board Policy 6.80, Transportation of School Children (Mrs. Bullock)

[APPROVAL TO ADVERTISE and Public Hearing SB Policy 6.80.pdf](#)

[Proposed School Board Policy 6.docx Amended \(2\).docx REVISED FINAL.pdf](#)

Minutes:

Mrs. Bullock explained the intent of this policy to support our community partnership schools and allow high-risk students needing appointments for services during the day to be transported in a School Board "white fleet" vehicle, operated by employees of the Children's Home Society, a vendor working at Clay County District Schools. Mrs. Bolla raised a concern about safety seats in the vehicle, should the need arise to support a small child. Mr. Bickner will revise proposed policy to include statutory language provisions for child seats.

Motion

Motion to approve with amendment to include child safety within the vehicle

Vote Results (Approved)

Motion: Mary Bolla

Second: Tina Bullock

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

3. Florida Safe School Assessment Findings***Minutes:**

Closed to the public (10:50 a.m. - 11:45 a.m.) for Kenneth Wagner, Chief of Police (CCDS), to present the safe school assessment findings and to discuss specific strategies to be implemented to improve the safety and security of the school district.

Presentations from the Audience**4. Public Comment****Minutes:**

Victoria Kidwell, President of Clay County Education Association, discussed the current lawsuit brought by the Florida Education Association and the desire for additional input from medical professionals and more comprehensive, pinpointed data re COVID-19 cases.

Superintendent Comments**School Board Comments****Adjournment (11:46 a.m.)**

*A portion of the meeting will be closed to the public pursuant to Section 286.0113(1), Florida Statutes. The Safety and Security plan and Florida Safe School Assessment findings will be discussed. No recording or minutes will be kept for the closed portion of the meeting.

Superintendent of Schools

School Board Chairman



School Board of Clay County

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

August 26, 2020 - School Board Workshop

Date: Aug 25 2020 (9:00 a.m.)

Invocation (Mary Bolla)

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 September 3, 2020

[September-3-2020-regular-meeting-and-public-hearing-on-the-2020-2021-budget_agenda_packet.pdf](#)

Minutes:

Public Hearing on the Budget - Budget items include the required reviews, public hearing for comments, adoption of millages and resolutions.

Presentations

- Florida Safe School Assessment Findings - no discussion;

Consent Agenda

- C1 Minutes of Workshop on July 14, 2020, Special Meeting on July 21, 2020, Workshop on July 28, 2020, Special Meeting on July 28, 2020, Regular Meeting on August 6, 2020 - no discussion;
- C2 2020-2025 District Technology Plan - no discussion;
- C3 2020-2021 Assessment Calendar Approval - prior request to Florida Department of Education to have grades dropped has not been granted, testing scheduled to proceed per calendar;
- C4 Personnel Consent Agenda - discussion involved current student-teacher ratios and classroom size; data being evaluated daily and adjustments will be made as necessary;
- C5 K-12 Academic Services Out of State and Overnight Student Travel - approval of travel will be subject to subsequent review relative to current health conditions and safety;
- C6 2020-21 Dual Enrollment Articulation Agreement Between District School Board of Clay County and District Board of Trustees St. Johns River State College - no discussion;
- C7 2020-21 Collegiate High School Contract Between Clay County School Board and District Board of Trustees of St. Johns River State College - no discussion;
- C8 Amendment to Embry-Riddle Aeronautical University (ERAU) Agreement with the School Board of Clay County - no discussion;
- C9 2020-2021 Dual Enrollment Articulation Agreement Between SBCC and FSCJ - no discussion;
- C10 CTE Out of State and Overnight Field Trips - approval of travel will be subject to subsequent review relative to current health conditions and safety;
- C11 Mileage Paid to Parents and Group Homes - no discussion;
- C12 Parent Liaison Services Contract 2020-2022 (two years) - no discussion;
- C13 Sunbelt Staffing Solutions Contract 20-21 - no discussion;

- C14 Agreement between Clay County District Schools and Capella University - no discussion;
- C15 7 Mindsets Social Emotional Learning Program - no discussion;
- C16 2020-2022 School Health Plan - some revisions to prior years plans due to COVID-19;
- C17 2020-2021 School Health Services Agreement - no discussion;
- C18 Proposed Allocation Changes for 2020-2021 - large movement of personnel due to virtual education increase; numbers and allocations will be addressed routinely over the next days;
- C19 Budget Amendment Report for June 2020 - no discussion;
- C20 Superintendent's Annual Financial Report for the FYE 6-30-2020 - no discussion;
- C21 Deletion of Certain Items Report - August, 2020 - no discussion
- C22 BID to be Awarded - no discussion;
- C23 Maintenance Department Procedure Manual - no discussion;
- C24 Florida Safe Schools Assessments Acceptance Letter - no discussion;
- C25 Pre-Qualification of Contractors - no discussion;
- C26 Substantial Completion of Doctors Inlet Elementary School Cafeteria Expansion - no discussion;
- C27 Change Order #5 (Direct Purchasing) for Doctors Inlet Elementary School Cafeteria Expansion - no discussion;
- C28 Substantial and Final Completion of Clay High School Erosion Control/Stormwater Repair - no discussion;

Discussion Agenda

- D1 Human Resources Special Action - no discussion;
- D2 Public Hearing to Approve as Advertised Student and Family Handbook and Code of Student Conduct - no discussion;

Superintendent and Board Member comments focused on the positive school opening.

Questions from the Audience (None submitted via comment link on website; none submitted from individuals in physical attendance)

Superintendent Comments

School Board Comments

Adjournment (9:50 a.m.)

Superintendent of Schools

Board Chair



School Board of Clay County

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

September 3, 2020 - Regular Meeting and Public Hearing on the 2020-2021 Budget

Date: Sep 03 2020 (6:00 p.m.)

Invocation (Scott Yirka, Lead Pastor, Hibernia Baptist Church)

Pledge of Allegiance

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

Public Hearing on the Budget

1. Review the 2020-2021 Final Millage, Rolled-Back Rate Calculation, and the 2020-2021 Budget (All Funds)

[Total Budget All Funds.pdf](#)

[DOE ESE 139.pdf](#)

[EFP - Board Presentation 9-3-20 Board Meeting-FINAL.pptx.pdf](#)

[Final Budget Presentation 9.3.20.pdf](#)

Minutes:

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, used the attached PowerPoint to review the rolled-back calculation, final proposed millages, and the 2020-2021 budget for all funds. The total millage levy is 6.8890 and the total budget for all funds is \$471,403,337. A tax increase was advertised because the millage rate to be levied is more than the roll-back rate by 2.44 percent.

James Fossa, Coordinator of Facilities and Planning, reviewed capacity and projected growth and the impact on the school district expected in the next few years. A tentative school construction priority plan was shared and impact fees were discussed. Bryce Ellis, Interim Assistant Superintendent of Operations, explained the purpose of the district's Educational Facilities Plan and discussed capital revenue sources and allowable expenditures of those funds. Derald Sweat, Director of Transportation, discussed the five-year plan for bus transportation and equipment maintenance.

2. Public Hearing for Comments on the 2020-2021 Budget and Millages

Minutes:

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

3. Adopt the 2020-2021 Required Local Effort Millage Levy

Motion

Motion to adopt the 2020-2021 final proposed required local effort mill levy of 3.641 with a proposed amount to be raised of \$49,310,556. The RLE millage includes basic RLE of 3.635 and a prior period adjustment millage of .0060.

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Tina Bullock

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

4. Adopt the 2020-2021 Basic Discretionary Operating Millage Levy.**Motion**

Motion to adopt the 2020-2021 final proposed base discretionary millage of .748 with a proposed amount to be raised of \$10,130,265.

Vote Results (*Approved*)

Motion: Tina Bullock

Second: Janice Kerekes

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

5. Adopt the 2020-2021 Local Capital Improvement Fund Millage Levy.**Motion**

Motion to adopt the 2020-2021 final proposed capital outlay millage of 1.500 with a proposed amount to be raised of \$20,314,703.

Vote Results (*Approved*)

Motion: Janice Kerekes

Second: Ashley Gilhousen

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

6. Adopt the 2020-2021 Additional Voted Operating Millage Levy.**Motion**

Motion to adopt the 2020-2021 final proposed voted millage of 1.00 with a proposed amount to be raised of \$13,543,135.

Vote Results (*Approved*)

Motion: Ashley Gilhousen

Second: Mary Bolla

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla - Aye
Tina Bullock - Aye

7. Adopt the 2020-2021 Total Millage Levy.

Motion

Motion to adopt the 2020-2021 final proposed total millage will equal 6.889 with a total amount to be raised of \$93,298,660. The total millage rate to be levied is more than the roll-back rate by 2.44 percent.

Vote Results (Approved)

Motion: Mary Bolla

Second: Tina Bullock

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

8. Adopt the 2020/2021 - 2024/2025 Educational Facilities Plan

[EFP Final 8.18.20 #1.pdf](#)

[EFP Final 8.18.20 #2.pdf](#)

Motion

Motion to adopt the final 2020/2021 - 2024/2025 Educational Facilities Plan

Vote Results (Approved)

Motion: Tina Bullock

Second: Janice Kerekes

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

9. Adopt the Budget (All Funds) for 2020-2021

[Total Budget All Funds.pdf](#)

Motion

Motion to adopt the tentative budget for the 2020-2021 school year as follows: General Operating in the amount of \$361,085,856; Special Revenue Budget in the amount of \$43,578,626; Debt Service Budget in the amount of \$7,544,480; Capital Outlay Budget in the amount of \$59,194,376, for a total Final Budget of \$471,403,337.

Vote Results (Approved)

Motion: Janice Kerekes

Second: Ashley Gilhousen

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

Tina Bullock

- Aye

[10. Resolution 21-04 Florida Department of Education Resolution Determining Revenues and Millages Levied](#)[Resolution #21-04 ESE524.pdf](#)**Motion**

Motion to approve Resolution #21-04 determining the 2020-2021 Tentative Revenues and Millages levied for fiscal year 2020-2021.

Vote Results (*Approved*)

Motion: Ashley Gilhousen

Second: Mary Bolla

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

[11. Resolution 21-05 Adopting the 2020-2021 Final Budget](#)[Resolution #21-05 Adopting Final Budget.pdf](#)**Motion**

Motion to approve Resolution #21-05 adopting the Final 2020-2021 Budget.

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Tina Bullock

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Student Showcase (None)**Recognitions and Awards****Presenters**[12. Florida Safe School Assessment Findings](#)**Minutes:**

Kenneth Wagner, Chief of Police (CCDS), presented safe school assessment findings in accordance with statutory requirement.

School Showcase (None)**Presentations from the Audience (Public Comment)**[13. Public Comment](#)**Minutes:**

In accordance with the legal advertisement of this meeting and due to the current public health emergency, public comments were permitted via a comment link on our webpage (as provided in legal advertisement), submitted prior to 2:00 p.m.

on September 3, 2020. No comments fitting these criteria were received.

The following public speakers addressed the board -

- Betsy Condon - reopening of schools, course offerings
- Robert Garcia - custodians
- Patricia Shaffer - delivery model of Exceptional Student Education services
- Jenna Cato - school incidents and face masks

Consent Agenda

Superintendent

[14. C1 - Minutes of Workshop on July 14, 2020, Special Meeting on July 21, 2020, Workshop on July 28, 2020, Special Meeting on July 28, 2020, Regular Meeting on August 6, 2020](#)

[2020 July 14 Workshop.pdf](#)

[2020 July 21 Special Meeting.pdf](#)

[2020 July 28 Special Mtg.pdf](#)

[2020 July 28 Workshop.pdf](#)

[2020 August 6 Regular Meeting.pdf](#)

Information and Technology Services

[15. C2 - 2020-2025 District Technology Plan](#)

[2020-2025 District Technology Plan - Draft.pdf](#)

IT-Data & Accountability

[16. C3 - 2020-2021 Assessment Calendar Approval](#)

[2020-2021 Uniform Statewide Assessment Calendar.pdf](#)

Human Resources

[17. C4 - Personnel Consent Agenda](#)

[Personnel Consent Agenda 9 3 2020.pdf](#)

Instruction - Academic Services

[18. C5 - K-12 Academic Services Out of State and Overnight Student Travel](#)

[September 2020 - Student Field Trips.pdf](#)

[19. C6 - 2020-21 Dual Enrollment Articulation Agreement Between District School Board of Clay County and District Board of Trustees St. Johns River State College](#)

[Sept 2020 - 2020-21 St Johns River Dual Enroll.pdf](#)

[20. C7 - 2020-21 Collegiate High School Contract Between Clay County School Board and District Board of Trustees of St. Johns River State College](#)

[Sept 2020 - 2020-21 St Johns River Collegiate HS .pdf](#)

[21. C8 - Amendment to Embry-Riddle Aeronautical University \(ERAU\) Agreement with the School Board of Clay County](#)

[September 2020 - Embry-Riddle Contract.pdf](#)

[22. C9 - 2020-2021 Dual Enrollment Articulation Agreement Between SBCC and FSCJ](#)

[September 2020 - 2020-21 FSCJ Dual Enrollment.pdf](#)

[23. C10 - Approve Interlocal Agreement Between The School Board of Clay County, Florida and Rolling Hills Community Development District Regarding Use of District's Amenity Complex Facilities.](#)

[Clay High Swim Team Pool Use Agreement \(Fall 2020\) - Rolling Hills \(3\).DOCFINAL FINAL.pdf](#)

[24. C11 - Approve Interlocal Agreement Between The School Board of Clay County, Florida and Middle Village Community Development District Regarding Usage of District Recreational Facilities.](#)

[INTERLOCAL AGREEMENT-CCSB-OAKLEAF SWIM TEAM AND MIDDLE VILLAGE COMMUNITY DEVELOPMENT.doc FINAL \(2\).pdf](#)

Instruction-Career and Technical Education

[25. C12 - CTE Out of State and Overnight Field Trips](#)

Instruction-Exceptional Student Education

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

[Mileage Paid to Parents and Group Homes Previous Outcomes 20 21.pdf](#)

[27. C14 - Parent Liaison Services Contract 2020-2022 \(two years\)](#)

[Approved McElyea.pdf](#)

[Executed Parent Liaison McElyea.pdf](#)

[28. C15 - Sunbelt Staffing Solutions Contract 20-21.](#)

[210018 Sunbelt Staffing.pdf](#)

Instruction-Professional Development

[29. C16 - Agreement between Clay County District Schools and Capella University](#)

[210006 Capella Univ Affiliation \(2\).pdf](#)

[Executed 210006 Capella Univ Affiliation.pdf](#)

Instruction-Climate and Culture

[30. C17 - 7 Mindsets Social Emotional Learning Program](#)

[7 Mindsets Final Contract.pdf](#)

[31. C18 - 2020-2022 School Health Plan](#)

[2020-2022 School Health Service Plan 1.pdf](#)

[32. C19 - 2020-2021 School Health Services Agreement](#)

[20-21 MOU Department of Health.pdf](#)

Business Affairs

[33. C20 - Proposed Allocation Changes for 2020-2021](#)

[Allocation Summary - September 3, 2020.pdf](#)

Business Affairs-Accounting

[34. C21 - Budget Amendment Report for June 2020](#)

[Budget Amendment June 2020.pdf](#)

[35. C22 - Superintendent's Annual Financial Report and Annual Cost Report for the FYE 6-30-2020](#)

[2019-2020 AFR ESE 348.pdf](#)

[2019-2020 COST REPORT PC3.4 \(1\).pdf](#)

Business Affairs-Property

[36. C23 - Deletion of Certain Items Report - August, 2020](#)

[Deletion Report-August, 2020.pdf](#)

Business Affairs-Purchasing

[37. C24 - BID to be Awarded](#)

Operations

[38. C25 - Maintenance Department Procedure Manual](#)

[Maintenance Procedures Manual.pdf](#)

[39. C26 - Florida Safe Schools Assessments Acceptance Letter](#)

[2020 FSSAT Agenda Cover Letter \(2\).pdf](#)

[Executed 2020 FSSAT Certification.pdf](#)

Operations-Facilities

[40. C27 - Pre-Qualification of Contractors](#)

[Table for Board Backup Contractor Prequal, 9.3.20.pdf](#)

[41. C28 - Substantial Completion of Doctors Inlet Elementary School Cafeteria Expansion](#)

[Substantial Completion DIS Cafeteria.pdf](#)

[42. C29 - Change Order #5 \(Direct Purchasing\) for Doctors Inlet Elementary School Cafeteria Expansion](#)

[DIS Cafeteria CO 5.pdf](#)

[43. C30 - Substantial and Final Completion of Clay High School Erosion Control/Stormwater Repair](#)

[Certificate of Substantial Completion CHS Erosion Control.pdf](#)

Adoption of Consent Agenda

[44. Adoption of Consent Agenda](#)

Motion

Motion to approve Consent Agenda

Vote Results (Approved)

Motion: Mary Bolla

Second: Tina Bullock

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

CCEA Update (Vicki Kidwell)

CESPA Update (None)

Superintendent's Update and Presentations

[45. Superintendent's Update](#)

[SB Superintendent's Update 9-3-2020.pdf](#)

Minutes:

Superintendent Broskie provided an update re the first week of school and recognized schools earning recognition from the Florida Department of Education for exemplary volunteer programs -

- Argyle Elementary School - Golden Award
- McRae Elementary School - Golden Award
- Paterson Elementary School - Golden Award
- Ridgeview Elementary School - Golden Award
- Clay High School - Silver Award

Discussion Agenda

Human Resources

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

Special Action 9 3 2020.pdf (Confidential)

Motion

Motion to approve Human Resources Special Action

Vote Results (Approved)

Motion: Ashley Gilhousen

Second: Janice Kerekes

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Tina Bullock

- Aye

Instruction-Climate and Culture

[47. D2 - Public Hearing to Approve as Advertised Student and Family Handbook and Code of Student Conduct](#)

[Advertisement of Public Hearing Student Code of Conduct.pdf](#)

[Student Code of Conduct 20-21 - for 9 3 20 bd mtg red lined DRAFT \(1\).pdf](#)

Minutes:

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

Motion

Motion to approve as advertised Student and Family Handbook and Code of Student Conduct

Vote Results (Approved)

Motion: Tina Bullock

Second: Janice Kerekes

Janice Kerekes

- Aye

Carol Studdard

- Aye

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

School Board Attorney Remarks**School Board Member Remarks**[48. School Board Member Comments](#)**Minutes:**

School board members agreed to the appointment of Joseph Wiggins to serve as the citizen member on the Value Adjustment Board. Other comments included a plan to inform the public re the referendum on the sales tax, a request to examine student population growth in the Keystone area, routine review of our procedures associated with the current health crisis, and prayers for a loss to the CEB family.

Adjournment (8:43 p.m.)

Superintendent of Schools

School Board Chairman

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C2 - Personnel Consent Agenda

Description

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

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

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

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

Recommendation

To approve the Personnel Consent Agenda.

Contact

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

Financial Impact

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

Review Comments

Attachments

📎 [Personnel Consent Agenda 10 01 2020.pdf](#)

**DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA**

October 1, 2020

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- A. 2020-2021 Substitute Teacher Approval (None)

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I. Administrative Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>

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I. Administrative Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>

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

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignments</u>

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I. Administrative Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>

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I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>

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I. Administrative Actions

F. SUPPLEMENT

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

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I. Administrative Actions**A. APPOINTMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
LEINO, BRIDGET MICHELLE ITS COOR, IT 12 MONTH	Information Services	Effective 2020-08-20 12 MONTH / Annual
WILLIAMS, KAYLEIGH KHE ASST PRINCIPAL EL 12 MO 12 MONTH	Keystone Heights Elementary	Effective 2020-09-01 12 MONTH / Annual

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I. Administrative Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>

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

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignments</u>
LAVIN, CORINNE ELIZABETH KHE INTERIM PRINCIPAL 12 MONTH	Keystone Heights Elementary	Effective 2020-09-01 / redesignated from / KHE ASST PRINCIPAL EL 12 MO / 12 MONTH

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I. Administrative Actions**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
SANDERS, MELANIE LYNN ESE DIRECTOR, ESE 12 MONTH	Exceptional Student Education	Effective 2020-09-01 /transfer from / KHE PRINCIPAL, ELEMENTARY

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

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
LEINO, BRIDGET MICHELLE ITS NETWORK SPECIALIST 12 MO SU	Information Services	Effective 2020-08-19 RESIGNATION
ROTH, TERRY ESE DIRECTOR, ESE 12 MONTH	Exceptional Student Education	Effective 2020-08-31 RETIREMENT
SWEATLAND, TOD MARSHALL BUILDING OFFICIAL 12 MONTH	Division Of Support Services	Effective 2020-09-04 RESIGNATION
WILLIAMS, KAYLEIGH KHE TEACHER, SC, THIRD GR 10 MONTH	Keystone Heights Elementary	Effective 2020-08-31 RESIGNATION

I. Administrative Actions

F. SUPPLEMENT

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

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II. Job Description Actions

NONE

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III. Instructional Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>

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III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract

DRAFT

III. Instructional Actions**C. RE-DESIGNATION**

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>

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III. Instructional Actions**D. TRANSFER**

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>

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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	BARTON, VAVA MARIA OVE COUNSELOR, ELEM 10 MONTH	Oakleaf Village Elementary	Effective 2020-06-05 RETIREMENT
0.9	LEYIMU, AYOMIDE A OPH BEHAVIORAL HEALTH ASST 9 MON SU	Clay High	Effective 2020-06-03 RESIGNATION

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III. Instructional Actions

F. SUPPLEMENT

Name/Assignment	Site	Supplement Action
CASTELLI, BARBARA JEAN RHS TRACK ASST SH SUPPLEME	Student Services	Resignation
ELMORE JR, KEVIN B OPJ FOOTBALL ASST JH 75% SUPPLEME	Orange Park Jr High	Appointment
FRANKLIN, ERIC MARCEL OLJ WRESTLING HD JH SUPPLEME	Oakleaf Junior High School	Appointment
ZANONE, JAMES DOUGLAS RHS TRACK ASST SH SUPPLEME	Ridgeview High School	Appointment

III. INSTRUCTIONAL ACTIONS 2019-2020

G. PENDING APPOINTMENTS

<u>Name/Assignment</u>	<u>Location</u>	<u>Effective</u>

NONE		

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III. INSTRUCTIONAL ACTIONS 2019-2020

H. OUT OF FIELD

<u>Name</u>	<u>Subject</u>	<u>OOF Subject</u>	<u>Site</u>	<u>Effective</u>

NONE

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III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
ALTMAN, SANDI ELIZABETH OPJ TEACHER, SCIENCE, JH 10 MONTH	Orange Park Jr High	Effective 2020-09-09 10 MONTH / Instructional Probationary Annual
BAIRD, COREY STANFORD CGE TEACHER, TITLE I, ELEM 10 MONTH	Coppergate Elementary	Effective 2020-09-04 10 MONTH / Instructional Probationary Annual
BARKER, BRYSON GILBERT RHS TEACHER, DROPOUT PREV SH 10 MONTH	Ridgeview High School	Effective 2020-08-19 10 MONTH / Instructional Probationary Annual
BAUM, KENDRA MISHELLE LJH TEACHER, SOC STUD, JH 10 MONTH	Lakeside Junior High	Effective 2020-08-19 10 MONTH / Instructional Probationary Annual
BLACKMON, JENNIFER LYNN PES TEACHER, VE/INCLUSION 10 MONTH	Robert M. Paterson Elementary	Effective 2020-09-09 10 MONTH / Instructional Probationary Annual
BRUTON, DAWN M OLJ TEACHER, VE LANG IMPAIRED 10 MONTH	Oakleaf Junior High School	Effective 2020-09-09 10 MONTH / Instructional Probationary Annual
BYRD, KATINA DENISE TES TEACHER, GIFTED 10 MONTH	Tynes Elementary	Effective 2020-09-08 10 MONTH / Instructional Probationary Annual
CAMPBELL, LINDSEY BROOKE MBE TEACHER, SC, THIRD GR 10 MONTH	Middleburg Elementary	Effective 2020-08-24 10 MONTH / Instructional Probationary Annual
CARVER, ELIZABETH CHRISTINE TEACHER, HEALTH 10 MONTH	Wilkinson Jr High	Effective 2020-09-03 10 MONTH / Instructional Probationary Annual
CHARLES, JOCELYN MCE TEACHER, VE SELF- CONTAINED 10 MONTH	Montclair Elementary	Effective 2020-09-08 10 MONTH / Instructional Probationary Annual
CRAN, CARLA G AES TEACHER, VE/INCLUSION 10 MONTH	Argyle Elementary	Effective 2020-08-25 10 MONTH / Instructional Probationary Annual
CROUCH, KATRINA KHE TEACHER, SC, THIRD GR 10 MONTH	Keystone Heights Elementary	Effective 2020-09-08 10 MONTH / Instructional Probationary Annual
DARLEY-BRINKLEY, JENNIFER FAIT ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Montclair Elementary	Effective 2020-08-19 10 MONTH / Instructional Probationary Annual
DINKINS, KENNETH D TES TEACHER, PHYSICAL ED EL 10 MONTH	Tynes Elementary	Effective 2020-08-26 10 MONTH / Instructional Probationary Annual
FONTNEAU, MARY KATE LJH TEACHER, VE SELF- CONTAINED 10 MONTH	Lakeside Junior High	Effective 2020-08-19 10 MONTH / Instructional Probationary Annual
GOLDBERG, REBECCA T RVE TEACHER, IND 10 MONTH	Ridgeview Elementary	Effective 2020-08-31 10 MONTH / Instructional Probationary Annual
GULINO, ANGELA LEIGH	Ridgeview Elementary	Effective 2020-08-25

III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
RVE TEACHER, SC, SECOND GR 10 MONTH		10 MONTH / Instructional Probationary Annual
HILL, KYLIE A DOE MEDIA SPECIALIST, ELEM 10 MONTH	Discovery Oaks Elementary	Effective 2020-09-01 10 MONTH / Instructional Probationary Annual
IRWIN, DANIELLE CELENE PES TEACHER, SC, THIRD GR 10 MONTH	Robert M. Paterson Elementary	Effective 2020-08-24 10 MONTH / Instructional Probationary Annual
JACKSON, LEWIS NORMAN OLJ TEACHER, VE/INCLUSION 10 MONTH	Oakleaf Junior High School	Effective 2020-08-27 10 MONTH / Instructional Probationary Annual
JOHNSON, TERRENCE ONEIL BLC TEACHER, SCIENCE, SH 10 MONTH	Bannerman Learning Center	Effective 2020-09-08 10 MONTH / Instructional Probationary Annual
JOLLEY, COBI DAYLE RHS TEACHER, SCIENCE, SH 10 MONTH	Ridgeview High School	Effective 2020-09-03 10 MONTH / Instructional Probationary Annual
KAISER, CHRISTOPHER J MCE TEACHER, VE SELF-CONTAINED 10 MONTH	Montclair Elementary	Effective 2020-09-09 10 MONTH / Instructional Probationary Annual
KRANTZ, AMANDA LYNN LAJ TEACHER, SOC STUD, JH 10 MONTH	Lake Asbury Junior High School	Effective 2020-08-20 10 MONTH / Instructional Probationary Annual
LEAVITT, JOSHUA HERALD RHS TEACHER, BUSINESS ED 10 MONTH	Ridgeview High School	Effective 2020-08-21 10 MONTH / Instructional Probationary Annual
LEE, LINDSEY ALLISON MRE TEACHER, PHYSICAL ED EL 10 MONTH	Mcrae Elementary	Effective 2020-08-25 10 MONTH / Instructional Probationary Annual
LEGGETT, MARK HOWARD OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-09-01 10 MONTH / Instructional Probationary Annual
LENDVAY, JEFFREY D SPC TEACHER, SC, SECOND GR 10 MONTH	Swimming Pen Creek Elem	Effective 2020-08-25 10 MONTH / Instructional Probationary Annual
LEYIMU, AYOMIDE A CHS TEACHER, VE/INCLUSION 10 MONTH	Clay High	Effective 2020-08-11 10 MONTH / Instructional Probationary Annual
MAGNUSSON, KARL DANIEL B RVE TEACHER, VE SELF-CONTAINED 10 MONTH	Ridgeview Elementary	Effective 2020-09-10 10 MONTH / Instructional Probationary Annual
MASON, TAMARA DAWN PES TEACHER, SC, THIRD GR 10 MONTH	Robert M. Paterson Elementary	Effective 2020-08-31 10 MONTH / Instructional Probationary Annual
PRATT, AARON L OPH TEACHER, MATHEMATICS, SR 10 MONTH	Orange Park High	Effective 2020-08-24 10 MONTH / Instructional Probationary Annual
PRINCE-WARINSKY, BROOKE ELLEN OVE TEACHER, SC, SECOND GR	Oakleaf Village Elementary	Effective 2020-08-25 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
10 MONTH		
PRITTS, SARA ANN FRANCIS SBJ TEACHER, SC, KINDERGARTEN 10 MONTH	S. Bryan Jennings Elementary	Effective 2020-08-24 10 MONTH / Instructional Probationary Annual
RAYBECK, CARRIE A PES TEACHER, INSTRUCT TECH EL 10 MONTH	Robert M. Paterson Elementary	Effective 2020-08-24 10 MONTH / Instructional Probationary Annual
RIVERA, JAMES MATTHEW CGE TEACHER, MUSIC, ELEM 10 MONTH	Coppergate Elementary	Effective 2020-08-25 10 MONTH / Instructional Probationary Annual
ROACH, JENNIFER LYNN PES TEACHER, VE/INCLUSION 10 MONTH	Robert M. Paterson Elementary	Effective 2020-08-31 10 MONTH / Instructional Probationary Annual
RUSSELL, MICHELLE DENISE OVE TEACHER, SC, FOURTH GR 10 MONTH	Oakleaf Village Elementary	Effective 2020-08-19 10 MONTH / Instructional Probationary Annual
RUSSELL, NICOLE LYNNE OLJ TEACHER, VE/INCLUSION 10 MONTH	Oakleaf Junior High School	Effective 2020-08-20 10 MONTH / Instructional Probationary Annual
RUSSELL, SAMANTHA LEE ESE TEACHER OCCUPATION THERAPI 10 MONTH	Oakleaf Village Elementary	Effective 2020-09-14 10 MONTH / Instructional Probationary Annual
SAURI, PRISCILLA MARIE LAJ TEACHER, SCIENCE, JH 10 MONTH	Lake Asbury Junior High School	Effective 2020-08-17 10 MONTH / Instructional Probationary Annual
SCHRADER, MARK R OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	Effective 2020-09-01 10 MONTH / Instructional Probationary Annual
SCHWARTZ, KOURTNEY WARREN SLE TEACHER, SC, THIRD GR 10 MONTH	Shadowlawn Elementary	Effective 2020-08-24 10 MONTH / Instructional Probationary Annual
SELLERS, ELIZABETH ANNE DOE TEACHER, SC, THIRD GR 10 MONTH	Discovery Oaks Elementary	Effective 2020-08-26 10 MONTH / Instructional Probationary Annual
SEXTON, DAVID BRYAN LJH TEACHER, SCIENCE, JH 10 MONTH	Lakeside Junior High	Effective 2020-08-18 10 MONTH / Instructional Probationary Annual
SMITH, JACKLYN P AES TEACHER, VE/INCLUSION 10 MONTH	Argyle Elementary	Effective 2020-09-01 10 MONTH / Instructional Probationary Annual
STROMAN, GLEN A RHS TEACHER, MATHEMATICS, SR 10 MONTH	Ridgeview High School	Effective 2020-08-21 10 MONTH / Instructional Probationary Annual
THOMPSON, SHALANDA TUWANA RHS TEACHER, FAMILY/CONSUMER 10 MONTH	Ridgeview High School	Effective 2020-08-21 10 MONTH / Instructional Probationary Annual
TISDELLE, CATHERINE MADELINE AES TEACHER, SC, SECOND	Argyle Elementary	Effective 2020-08-25 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
GR 10 MONTH		
WATKINS, CHELSEA OLJ TEACHER, FAMILY/CONSUMER 10 MONTH	Oakleaf Junior High School	Effective 2020-09-01 10 MONTH / Instructional Probationary Annual
WERNISCH, LARA EMMALINE MBE TEACHER, SC, SIXTH GR 10 MONTH	Middleburg Elementary	Effective 2020-08-24 10 MONTH / Instructional Probationary Annual
WHITE, ROBERT LYNN OPH TEACHER, SOC STUD, SH 10 MONTH	Orange Park High	Effective 2020-09-02 10 MONTH / Instructional Probationary Annual

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

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>

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III. Instructional Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Previous Assignment
	BLANTON, MARGO DEEANN WEC TEACHER, SC, KINDERGARTEN 10 MONTH	W.E. Cherry Elementary	Effective 2020-09-14 / redesignated from / WEC TEACHER, SC, KINDERGARTEN / SPECIAL
	BRYANT, STEPHANIE M RVE TEACHER, GIFTED 10 MONTH	Ridgeview Elementary	Effective 2020-09-04 / redesignated from / RVE TEACHER, GIFTED Out of field / 10 MONTH
	CARTER, ASHTYN VICTORIA WEC TEACHER, SC, KINDERGARTEN 10 MONTH	W.E. Cherry Elementary	Effective 2020-09-14 / redesignated from / WEC TEACHER, SC, KINDERGARTEN / SPECIAL
0.6	DUKE, JESSICA IRENE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Wilkinson Elementary	Effective 2020-09-08 / redesignated from / ESE TEACHER, SPEECH CLINICIAN / 10 MONTH
	GORDON, JASMINE MARIE OPJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Orange Park Jr High	Effective 2020-08-20 / redesignated from / OPJ TEACHER, LANGUAGE ARTS, JH Out of field / 10 MONTH
	JACKSON, MEAGAN R RHS TEACHER, VE SELF- CONTAINED 10 MONTH	Ridgeview High School	EFFECTIVE 08/11/2020 / REDESIGNATE FROM RHS TEACHER, VE SELF- CONTAINED (OOF) / 10 MONTH
	LEWIS, MAGGIE MARIE LJH TEACHER, VE SELF- CONTAINED 10 MONTH	Lakeside Junior High	EFFECTIVE 08/11/2020 / REDESIGNATE FROM LJH TEACHER, VE SELF- CONTAINED (OOF) / 10 MONTH
	MELTON, STEPHANIE MARIE WEC TEACHER, VE SELF- CONTAINED 10 MONTH	W.E. Cherry Elementary	EFFECTIVE 08/11/2020 / REDESIGNATE FROM RHS TEACHER, VE SELF- CONTAINED (OOF) / 10 MONTH
	MILLER, TYLER ALLAN RHS TEACHER, VE SELF- CONTAINED 10 MONTH	Ridgeview High School	EFFECTIVE 08/11/2020 / REDESIGNATE FROM RHS TEACHER, VE SELF- CONTAINED (OOF) / 10 MONTH
	PARHAM, THOMAS ARNOLD WJH TEACHER, VE/INCLUSION 10 MONTH	Wilkinson Jr High	EFFECTIVE 08/11/2020 / REDESIGNATE FROM WJH TEACHER, SOC STUD, JH (OOF) / 10 MONTH
	PATTERSON, MELISSA LAIRD RHS TEACHER, VE SELF- CONTAINED 10 MONTH	Ridgeview High School	EFFECTIVE 08/11/2020 / REDESIGNATE FROM RHS TEACHER, VE SELF- CONTAINED (OOF) / 10 MONTH
	SLETT, ANGELIA L OLJ COUNSELOR, JH 10 MONTHS 10 MONTH	Oakleaf Junior High School	EFFECTIVE 08/11/2020 / REDESIGNATE FROM OLJ COUNSELOR, JH (OOF) / 10 MONTH

III. Instructional Actions

D. TRANSFER

Name/Assignment	Site	Previous Assignment
ARTHUR, MYSTERI NICOLE ESE TEACHER, HEARING IMPAIRED 10 MONTH	Middleburg High	EFFECTIVE 08/11/2020 / REDESIGNATE FROM ESE TEACHER, IND / 10 MONTH
COSTON, KATHERINE MORGAN RHS TEACHER, VE SELF- CONTAINED 10 MONTH	Ridgeview High School	Effective 2020-08-20 /transfer from / MCE TEACHER, VE SELF-CONTAINED
DONALDSON, MICHELE KATHERINE OPJ TEACHER, SOC STUD, JH 10 MONTH	Orange Park Jr High	EFFECTIVE 08/11/2020 / TRANSFER FROM LAJ TEACHER, SOC STUD, JH / 10 MONTH
GANN, ASHLEY NICHOLE TEACHER, K-3 10 MONTH	Clay Virtual Academy	EFFECTIVE 08/11/2020 / TRANSFER FROM WES TEACHER, SC, FIRST GR / 10 MONTH
GIBSON, HEATHER LYNN KHE COUNSELOR, ELEM 10 MONTH	Keystone Heights Elementary	Effective 2020-08-25 /transfer from / ESE STAFFING SPECIALIST 10 MO
HOPE, SHAUNDRICKA LA SHAWN TSA, ST TRNG 10 MONTH	Sch Improvement & Prof. Devel.	EFFECTIVE 08/11/2020 / TRANSFER FROM GPE TEACHER, SC, THIRD GR / 10 MONTH
KIDWELL, VICTORIA LYNNE TEACHER, SPECIAL ASSIGNMENT 10 MONTH	Human Resources	EFFECTIVE 08/11/2020 / TRANSFER FROM AES TEACHER, SC, FIRST GR / 10 MONTH
MOORE, JENNIFER JANELL ITS CURR SPEC 12 MO 12 MONTH	Information Services	Effective 2020-08-24 /transfer from / CGE DEPT HD (3-5)
MOORE, JENNIFER JANELL ITS CURR SPEC 12 MO 12 MONTH	Information Services	Effective 2020-08-24 /transfer from / CGE TEACHER, SC, SIXTH GR
NEWLIN, ROSA LEIGH TSA, ST TRNG 10 MONTH	Sch Improvement & Prof. Devel.	EFFECTIVE 08/11/2020 / TRANSFER FROM MBE TEACHER, SC, SIXTH GRADE / 10 MONTH
OWEN, MARYAM SAMIRA K12 TEACHER, CURRICULUM COACH 10 MONTH	K-12 Academic Services	EFFECTIVE 08/11/2020 / TRANSFER FROM LJH TEACHER, SOC STUD, JH / 10 MONTH
PICKETT, VIRGINIA WEBB CVA TEACHER, SCIENCE, SH 10 MONTH	Clay Virtual Academy	Effective 2020-08-24 /transfer from / RHS TEACHER, SCIENCE, SH
REYNOLDS JR, STEVEN MICHAEL KHE TEACHER, PHYSICAL ED EL 10 MONTH	Keystone Heights Elementary	EFFECTIVE 08/11/2020 / TRANSFER FROM CHS TEACHER, SOC STUD, SH / 10 MONTH
ROGERS, MICHAEL Q RHS TEACHER, STRATEGIC INT 10 MONTH	Ridgeview High School	Effective 2020-08-20 /transfer from / LAJ TEACHER, VE SELF-CONTAINED
ROSS, JOSHUA MICHAEL OLJ TEACHER, VE SELF- CONTAINED 10 MONTH	Oakleaf Junior High School	EFFECTIVE 08/11/2020 / TRANSFER FROM MCE TEACHER, VE SELF- CONTAINED / 10 MONTH
SMITH, JAMIE T CVA TEACHER, SOC STUD, SH	Clay Virtual Academy	Effective 2020-08-24 /transfer from / OLJ TEACHER,

III. Instructional Actions**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
10 MONTH		SOC STUD, JH

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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	AGUILA, SANDRA JEAN ESE TEACHER OCCUPATION THERAPI 10 MONTH	Coppergate Elementary	Effective 2020-09-11 RESIGNATION
	BOWLES, TANYA RODGERS OPH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Orange Park High	Effective 2020-08-19 RESIGNATION
0.9	DINKINS, KENNETH D CGE BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	Effective 2020-08-25 RESIGNATION
	DOMINEY, LORENA ORTIGUERRA DOE MEDIA SPECIALIST, ELEM 10 MONTH	Discovery Oaks Elementary	Effective 2020-08-31 RESIGNATION
	DRAWDY, WILLIAM RUSSELL TES TEACHER, GIFTED 10 MONTH	Tynes Elementary	Effective 2020-08-21 RESIGNATION
	HILLYER, JAYME E LAE COUNSELOR, ELEM 10 MONTH	Lake Asbury Elementary	Effective 2020-09-18 RESIGNATION
	HIXSON, DEVIN D INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2020-08-26 RETIREMENT
	HUGHES, JACK RICHARD DIS TEACHER, SC, SIXTH GR 10 MONTH	Doctors Inlet Elementary	Effective 2020-08-18 RETIREMENT
	JOHNS, CATHERINE ANN PES TEACHER, SC, THIRD GR 10 MONTH	Robert M. Paterson Elementary	Effective 2020-08-18 RESIGNATION
	JOHNSON, AMY A CEB COUNSELOR, ELEM 10 MONTH	Charles E. Bennett Elementary	Effective 2020-09-04 RESIGNATION
	KESSLER, BRITTNEY AMBER INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2020-08-27 RESIGNATION
0.9	LENDVAY, JEFFREY D SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	Effective 2020-08-24 RESIGNATION
	MCRAE, HEATHER ELIZABETH KHE TEACHER, SC, SIXTH GR 10 MONTH	Keystone Heights Elementary	Effective 2020-08-28 RESIGNATION
	MILLER, MARISTELA GARCIA OPH TEACHER, ART, SH 10 MONTH	Orange Park High	Effective 2020-09-03 RETIREMENT
	RICE, KYLE MATHEW TES TEACHER, PHYSICAL ED EL 10 MONTH	Tynes Elementary	Effective 2020-08-31 RESIGNATION
0.9	RUSSELL, NICOLE LYNNE POE BEHAVIORAL HEALTH ASST 9 MON SU	Oakleaf Junior High School	Effective 2020-08-19 RESIGNATION
	SAENZ, KIERSTEN LEIGH AES TEACHER, SC, FOURTH	Argyle Elementary	Effective 2020-08-20 RESIGNATION

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
GR 10 MONTH		
SCHUBERT, DANIELLE ASHLEY WEC TEACHER, SC, FIFTH GR 10 MONTH	W.E. Cherry Elementary	Effective 2020-09-11 RESIGNATION
STEVENS, KRISTINA EDWARDS PES TEACHER, SC, FOURTH GR 10 MONTH	Robert M. Paterson Elementary	Effective 2020-08-28 RESIGNATION
STRAUB, DANNIELL IRENE OPH TEACHER, VE SELF- CONTAINED 10 MONTH	Orange Park High	Effective 2020-08-12 RESIGNATION
STRICKLAND, JENNIFER J OHS COUNSELOR, SH 11 MO 11 MONTH	Oakleaf High School	Effective 2020-09-30 RESIGNATION
SULLIVAN, BETSY H KHH TEACHER, VE/INCLUSION 10 MONTH	Keystone Heights High School	Effective 2020-09-01 RETIREMENT
WILKINSON, DIANA LYNN FIH TEACHER, SCIENCE, SH 10 MONTH	Fleming Island High School	Effective 2020-08-11 RETIREMENT

III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
0.1	ADAMSON, ANGELA K MHS (.128) SIXTH PERIOD SUPPLEME	Middleburg High	Appointment
	AVERY, AARON BRANDON OHS FOOTBALL ASST HS 25% SUPPLEME	Oakleaf High School	Appointment
	AVERY, AARON BRANDON OHS FOOTBALL ASST SH 75% SUPPLEME	Oakleaf High School	Appointment
	BASSLER, KIMBERLY ANN FIH CHEERLEADING JV SUPPLEME	Fleming Island High School	Resignation
	BEGIN, MARGARET E MHS DEPT HEAD 17-20 SUPPLEME	Middleburg High	Appointment
	BEHNKEN, MARIA BECHHOLD CTE CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	BEMIS, JORDAN MARIE MHS VOLLEYBALL ASST SH SUPPLEME	Middleburg Elementary	Appointment
0.5	BILLIOT, REBECCA ROY SPELLING BEE COOR SUPPLEME	K-12 Academic Services	Appointment
	BLACK, JAMES JOHN LAJ BASEBALL ASST JH SUPPLEME	Lake Asbury Junior High School	Appointment
	BOWMAN, MICHELLE L OLJ ANNUAL STAFF JH SUPPLEME	Oakleaf Junior High School	Appointment
0.5	BUMBUT, MARIANA RODICA BLC DEPT HEAD (11-16) SUPPLEME	Bannerman Learning Center	Resignation
	BURKE II, MARVIN AUSTIN CHS FOOTBALL ASST HS 25% SUPPLEME	Clay High	Appointment
	BURKE II, MARVIN AUSTIN CHS FOOTBALL ASST SH 75% SUPPLEME	Clay High	Appointment
	BURT, JERRY RICHARD MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
0.5	CARSON, GLORIA JEAN CTE CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	CARSON, MICHAEL TIMOTH CTE CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
0.5	CHAMPAGNE, TIMOTHY JAMES RHS CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
0.5	COLLAMATI, ROGER T MHS VOLLEYBALL ASST SH SUPPLEME	Middleburg High	Appointment
	CRAWFORD, JAMES B CHS FOOTBALL ASST HS 25%	Clay High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPLEME		
	CRAWFORD, JAMES B CHS FOOTBALL ASST SH 75% SUPLEME	Clay High	Appointment
	DALY, SHARON ANN CTE CO-CURR CLUB SUPLEME	Orange Park High	Appointment
	DEES, LAURA ELIZABETH ROE ELEM PERF/PROD SUPLEME	Rideout Elementary	Appointment
	DEMARCO, MARY ELLEN CTE CO-CURR CLUB SUPLEME	Orange Park High	Appointment
0.1	DIAMOND, KELLY FRANCES MHS (.128) SIXTH PERIOD SUPLEME	Middleburg High	Appointment
	DILLON, THERESA MAE CHS DISCRETIONARY SUPLEME	Clay High	Appointment
	DOMINEY, LORENA ORTIGUERRA DOE TECH COACH ELEM SUPLEME	Discovery Oaks Elementary	Resignation
0.1	DUBIS, KIMBERLY N BLC (.128) SIXTH PERIOD SUPLEME	Bannerman Learning Center	Appointment
	EGNEW, LISA TIDWELL LAJ ESE INTERVENTION FAC. SUPLEME	Lake Asbury Junior High School	Appointment
	FALCONER, JENNIFER ANN LAJ SOFTBALL FP ASST JH SUPLEME	Lake Asbury Junior High School	Appointment
	FALCONER, JENNIFER ANN LAJ VOLLEYBALL HD JH SUPLEME	Lake Asbury Junior High School	Appointment
0.5	FIELDS, CHRISTY BAZEMORE CTE CO-CURR CLUB SUPLEME	Orange Park High	Appointment
	FLORES, EDNA RENEE OLJ CO-CURR CLUB SUPLEME	Oakleaf Junior High School	Appointment
0.3	FORKUM, MEREDITH ADRIENNE MHS VOLLEYBALL HD SH SUPLEME	Middleburg High	Appointment
	GELEGAN, AMANDA MARIE SPC DEPT HEAD (6-10) SUPLEME	Swimming Pen Creek Elem	Appointment
	GILLENWATERS, TODD M CTE CO-CURR CLUB SUPLEME	Keystone Heights High School	Appointment
0.5	GOMES, HOLLIE ANN CHE DEPT HD (3-5) SUPLEME	Clay Hill Elementary	Appointment
	GOODMAN, KAITLYN DENNETTE	Orange Park Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	OPJ VOLLEYBALL HD JH SUPPLEME		
	GRANESE, ROBERT MICHAEL OPJ FLAG FOOTBALL HD SH/JH SUPPLEME	Orange Park Jr High	Appointment
0.5	GROOVER, SUZANNE M CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
0.5	GULDI, MALLORY MEREDITH CTE CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
0.5	GULDI, MALLORY MEREDITH CVA CO-CURR CLUB SUPPLEME	Middleburg High	Resignation
	GULDI, MALLORY MEREDITH MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
0.5	GWALTNEY, VICTORIA LEIGH OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	HARMON, JANNA C RHS ESE INTERVENTION FAC. SUPPLEME	Ridgeview High School	Appointment
	HARRIS, MARRISSA OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	HARRIS, MARRISSA OLJ ESE INTERVENTION FAC. SUPPLEME	Oakleaf Junior High School	Appointment
0.5	HOLT, PAULA RENE CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Resignation
	HOWELL, JAMES LOUIS CTE CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	HRADIL, TIFFANY LEE FIH CHEERLEADING JV SUPPLEME	Dept Of Elementary Education	Appointment
	JACKSON, CARL LLOYD RHS FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Appointment
	JACKSON, CARL LLOYD RHS FOOTBALL ASST SH 75% SUPPLEME	Ridgeview High School	Appointment
	JACKSON, MEAGAN R RHS TRACK ASST SH SUPPLEME	Ridgeview High School	Appointment
	JACKSON, TERESA G CTE CO-CURR CLUB SUPPLEME	Clay High	Appointment
	JASONEK JR, EDWARD JOHN OLJ FOOTBALL ASST JH 25% SUPPLEME	Oakleaf Junior High School	Resignation
	JASONEK JR, EDWARD JOHN OLJ FOOTBALL ASST JH 75% SUPPLEME	Oakleaf Junior High School	Resignation

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	JOHNSON, ANGELA LOUANN LAJ TRACK ASST JH SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	JOHNSON, JACKI JEWELL OHS DEPT HEAD (11-16 SUPPLEME	Oakleaf High School	Resignation
	JOHNSON, STACEY MICHELLE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
0.1	KAMINSKAS, LYNN D FIH (.128) SIXTH PERIOD SUPPLEME	Fleming Island High School	Appointment
	KENNARD, KYLE ANDREW CHS WEIGHTLIFTING HD SH SUPPLEME	Clay High	Appointment
	KIRNIE, KATHLEEN MARIE ROE ESE INTERVENTION FAC. SUPPLEME	Rideout Elementary	Appointment
0.5	KNOFF, MICHELLE D LAJ DISCRETIONARY SUPPLEME	Lake Asbury Junior High School	Appointment
	KROGGER, JACQUELINE KAY FIH SWIMMING HD SH SUPPLEME	Fleming Island High School	Resignation
	LABELLE, HEATHER JONES GCJ TRACK HD JH SUPPLEME	Green Cove Springs Junior High	Resignation
0.1	LABERIS, KEZIA LYNN OHS (.128) SIXTH PERIOD SUPPLEME	Oakleaf High School	Appointment
	LEGGETT, MARK HOWARD OLJ FOOTBALL ASST JH 25% SUPPLEME	Oakleaf Junior High School	Appointment
	LEGGETT, MARK HOWARD OLJ FOOTBALL ASST JH 75% SUPPLEME	Oakleaf Junior High School	Appointment
	LEYIMU, AYOMIDE A CHS SOCCER HEAD SH SUPPLEME	Clay High	Appointment
	LINEHAN, PATRICIA ANN OHS DEPT HEAD 21+ SUPPLEME	Oakleaf High School	Appointment
	LISGARIS, COURTNEY D PES SAFETY PATROL SUPPLEME	Robert M. Paterson Elementary	Appointment
	MARGESON, CASSANDRA NICOLE ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
0.5	MARTIN, CRYSTAL DAWN PES SAFETY PATROL SUPPLEME	Robert M. Paterson Elementary	Appointment
0.5	MCCALLISTER, MICHAEL SCOTT CHS FOOTBALL HD JV 25% SUPPLEME	Clay High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	MCCALLISTER, MICHAEL SCOTT CHS FOOTBALL HD JV 75% SUPPLEME	Clay High	Appointment
0.5	MCELROY, CANDACE ERIN SLE ESE INTERVENTION FAC. SUPPLEME	Shadowlawn Elementary	Appointment
	MOORE, JENNIFER JANELL CGE DEPT HD (3-5) SUPPLEME	Information Services	Resignation
0.5	MOSES, JARED MATTHEW CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Resignation
	NEWELL, MICHELLE LYNN CTE CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
	NEWELL, MICHELLE LYNN RHS SWIMMING HD SH SUPPLEME	Ridgeview High School	Appointment
	NEWELL, MICHELLE LYNN RHS TENNIS HD SH SUPPLEME	Ridgeview High School	Appointment
0.5	NIX, GABRIELLE A CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
0.5	OLIVA, DAWN RENEE CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
0.1	OLSCHESKE, JOSHUA ERIC FIH (.128) SIXTH PERIOD SUPPLEME	Fleming Island High School	Appointment
	ORMEO, EDWIN ZAMORA CTE CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	OWEN, MARYAM SAMIRA LJH DEPT HEAD (6-10) SUPPLEME	K-12 Academic Services	Resignation
	OWEN, MARYAM SAMIRA LJH DISCRETIONARY SUPPLEME	K-12 Academic Services	Resignation
	PAYNE, KATIE ELAINE KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment
	PENN, CARNELL LEBRON OPJ BASKETBALL HD JH SUPPLEME	S. Bryan Jennings Elementary	Appointment
	PEREZ, CYBEL CRISTINA OHS SOPHMORE CLASS SPON SUPPLEME	Oakleaf High School	Appointment
0.5	PIKURITZ, BRETT PAUL K12 MUSIC FESTIVAL COOR SUPPLEME	Orange Park High	Resignation
0.3	PREWITT, CARRIE A MHS VOLLEYBALL HD SH SUPPLEME	Middleburg High	Appointment
	QUANT, GABRIEL	Clay High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	CHS TENNIS HD SH SUPPLEME		
	REAPE, JAMES P CHS FOOTBALL ASST HS 25% SUPPLEME	Clay High	Appointment
	REAPE, JAMES P CHS FOOTBALL ASST SH 75% SUPPLEME	Clay High	Appointment
	REAPE, JAMES P CHS FOOTBALL HD JV 25% SUPPLEME	Clay High	Resignation
	REAPE, JAMES P CHS FOOTBALL HD JV 75% SUPPLEME	Clay High	Resignation
	REDFORD, APRIL LYNN WJH DISCRETIONARY SUPPLEME	Clay Virtual Academy	Appointment
	RIVERA, JAMES MATTHEW OPH DRILL SPONSOR SH SUPPLEME	Coppergate Elementary	Appointment
0.5	ROBERTS, CHELSEY NICHOLE K12 MUSIC FESTIVAL COOR SUPPLEME	Middleburg High	Appointment
0.5	ROBERTS, MICHELLE DEANNE OHS DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Appointment
0.5	ROCKWELL, AMBER DAY SPELLING BEE COOR SUPPLEME	Dept Of Elementary Education	Appointment
	RODRIGUEZ RODRIGUEZ, WILSON O LAJ ACADEMIC COACH, LOCAL SUPPLEME	Lake Asbury Junior High School	Appointment
	ROWE, JANET M OLJ ACTIVITY PROG CO JH SUPPLEME	Clay Virtual Academy	Appointment
	SCHOFIELD, RACHAEL CATHERINE FIH ESE INTERVENTION FAC. SUPPLEME	Fleming Island High School	Appointment
0.5	SHILLINGS, ELIZABETH JOAN LAJ DISCRETIONARY SUPPLEME	Lake Asbury Junior High School	Appointment
	SIGONA, JULIA MARGARET RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
0.5	SKAPETIS, DEVAN S RHS SWIMMING HD SH SUPPLEME	Ridgeview High School	Resignation
	SLATER, ANNE F RHS DEPT HEAD (11-16) SUPPLEME	Ridgeview High School	Appointment
	SMITH, ERICK WAYNE WJH TRACK ASST JH SUPPLEME	Wilkinson Jr High	Resignation
	STARNES, DAVID HAMPTON	Bannerman Learning Center	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	CHS GOLF HD SH SUPPLEME		
	STUDER, LAUREN DEGRYSE SLE DISCRETIONARY SUPPLEME	Shadowlawn Elementary	Appointment
0.5	SURITA, AMY SISCO CTE CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	TAYLOR, LEE C OPH SOFTBALL FP HD SH SUPPLEME	Orange Park High	Appointment
0.1	TODD, TROY SPENCER FIH (.128) SIXTH PERIOD SUPPLEME	Fleming Island High School	Appointment
0.1	TOMPKINS, VICTORIA A BLC (.128) SIXTH PERIOD SUPPLEME	Bannerman Learning Center	Appointment
0.3	VALENTIN, ANTHONY MHS VOLLEYBALL HD SH SUPPLEME	Middleburg High	Appointment
	WACHA, MICHELLE DOUGLAS KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Resignation
	WALKER-FORD, ANTONETTE LAVETT BLC DEPT HEAD (11-16) SUPPLEME	Bannerman Learning Center	Appointment
	WALLACE, ANTHONY VENTO WJH TRACK ASST JH SUPPLEME	Wilkinson Elementary	Appointment
0.5	WAUGH, STEPHANIE ANN CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
0.5	WILSON, JEANIE S LAJ DEPT HEAD (6-10) SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	YACAVONE, GREER E LAJ DEPT HEAD (11-16) SUPPLEME	Lake Asbury Junior High School	Appointment
	YACAVONE, GREER E LAJ DISCRETIONARY SUPPLEME	Lake Asbury Junior High School	Resignation

III. INSTRUCTIONAL ACTIONS 2020-2021

G. PENDING APPOINTMENTS

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

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III. INSTRUCTIONAL ACTIONS 2020-2021

H. OUT OF FIELD

<u>Name</u>	<u>Subject</u>	<u>OOF Subject</u>	<u>Site</u>	<u>Effective</u>

NONE

DRAFT

IV. INSTRUCTIONAL 2019-2020

MISCELLANEOUS ACTIONS

A. SUMMER SCHOOL

Name/Assignment

Site

Effective Dates

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2019-2020

C. ADULT EDUCATION

Appointments

NONE

DRAFT

A. SUMMER SCHOOL

Name/Assignment

Site

Effective Dates

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2020-2021

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2020-2021

C. ADULT EDUCATION

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2019-2020

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2020-2021

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

VI. Support Actions

A. APPOINTMENT

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

DRAFT

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

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

DRAFT

VI. Support Actions

C. RE-DESIGNATION

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

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VI. Support Actions**D. TRANSFER**

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

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
0.9	BARJON, LUNAE L BLC BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	Effective 2020-06-03 RESIGNATION
	COCHRAN, MAGEN H SLE CAFE ASSISTANT 4.25 HOURS 9 MON CA	Shadowlawn Elementary	Effective 2020-06-03 RESIGNATION
0.9	CRUZEN, CORY MICHAEL ROE BEHAVIORAL HEALTH ASST 9 MON SU	Rideout Elementary	Effective 2020-06-03 RESIGNATION
	E0116557 SCHOOL SAFE OFFICER LEAD SUPERINT	Division Of Support Services	Effective 2020-06-03 RESIGNATION
	E0200683 SCHOOL SAFETY OFFICER 9 MON SU	Division Of Support Services	Effective 2020-06-03 RESIGNATION
0.9	FULLER, COURTNEY J RHS BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2020-06-03 RESIGNATION
0.9	GARCIA, CHRISTINA E LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	Effective 2020-06-03 RESIGNATION
0.9	GRIER, JORDAE RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2020-06-03 RESIGNATION
	HARPER, VICTORIA M TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-06-03 RESIGNATION
	HARRELL, BARBARA TRN BUS DRIVER LNG TRM	Transportation	Effective 2020-06-03 RESIGNATION
	HILT, GERALDINE R GCJ CAFE ASSISTANT 4 HOURS 9 MON CA	Green Cove Springs Junior High	Effective 2020-06-02 RESIGNATION
0.9	HOOKS, KAREN W FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	Effective 2020-06-03 RESIGNATION
0.9	HUGHES, JANET MARIE SLE GENERAL ASSISTANT 9 MON SU	Shadowlawn Elementary	Effective 2020-06-03 RETIREMENT
	INMAN, CHRISTA BURNETTE MCE CAFE ASSISTANT 5.25 HOURS 9 MON CA	Montclair Elementary	Effective 2020-06-03 RESIGNATION
0.9	JONES, ANTHONY PIERRE LES BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Elementary	Effective 2020-06-03 RESIGNATION
	MCCARTY, PAMELA ELIZABETH TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-06-03 RESIGNATION

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	MCCLAIN, MICHELLE LYNN TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-06-03 RESIGNATION
0.9	MCVEY, SISSEY LYNN RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2020-06-03 RESIGNATION
	MOORE, MARIA OVE CAFE ASSISTANT 6.75 HOURS 9 MON CA	Oakleaf Village Elementary	Effective 2020-06-03 RESIGNATION
0.8	NESMITH, MICHAEL B OPJ IN SCHOOL SUSPENSION 9 MON SU	Orange Park High	Effective 2020-06-03 RESIGNATION
0.9	RICHENDOLLAR, CHEYENNE S LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2020-06-03 RESIGNATION
0.8	SATORNA-STREATY, CARLA E AES ESOL CLASSROOM ASSISTANT 9 MON SU	Argyle Elementary	Effective 2020-06-01 RESIGNATION
0.9	TAYLOR, SARAH J LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	Effective 2020-06-03 RESIGNATION
	TIFT, SUMMER BROOK CGE CAFE ASSISTANT 5.75 HOURS 9 MON CA	Coppergate Elementary	Effective 2020-06-03 RESIGNATION
0.9	WATERS, MICHAELA G TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	Effective 2020-06-03 RESIGNATION
	ZUBACK, STEVEN E CEB LICENSED PRAC NURSE 10 MONTH	Charles E. Bennett Elementary	Effective 2020-06-05 RESIGNATION

VI. Support Actions

F. SUPPLEMENT

Name/Assignment	Site	

DRAFT

VI. Support Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
0.9	BECK, BENJAMIN LYLE LAE GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Elementary	Effective 2020-08-14 9 MON SU / Annual
0.9	BISSON, SHARON ELIZABETH WEC GENERAL HEALTH ASSISTA 9 MON SU	W.E. Cherry Elementary	Effective 2020-08-14 9 MON SU / Annual
0.9	BJELANOVIC, AMY B LAE GENERAL ASSISTANT 9 MON SU	Lake Asbury Elementary	Effective 2020-09-03 9 MON SU / Annual
	BROWN, ROY GRALIN TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
0.8	CARNEY, ELIZABETH BRADLEY STS HEALTH ASSISTANT 9 MON SU	Student Services	Effective 2020-08-17 9 MON SU / Annual
0.8	CASSADA, AUSTIN JAMES STS HEALTH ASSISTANT 9 MON SU	Student Services	Effective 2020-08-28 9 MON SU
0.9	CHAMNESS, AYANAMARIE Q RHS GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview High School	Effective 2020-08-14 9 MON SU / Annual
0.9	COBB, LYNDSEY RENAE PES GENERAL ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2020-08-28 9 MON SU / Annual
	CORNETT, FRANCES PETERSON TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
	CORREIA, FATIMA OPR CUSTODIAN 12 MO SU	Division Of Support Services	Effective 2020-08-26 12 MO SU / Annual
0.9	DAVIS, MARIBETH MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2020-08-27 9 MON SU / Annual
	DEATON, REBEKAH TEETER TBE CAFE ASSISTANT 5 HOURS 9 MON CA	Thunderbolt Elementary	Effective 2020-08-17 9 MON CA / Annual
0.9	DOLNEY, CARRI DAWN BLC BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	Effective 2020-08-19 9 MON SU / Annual
0.9	EMME, MEGAN CAROLINE POE GENERAL ASSISTANT 9 MON SU	Plantation Oaks Elementary	Effective 2020-09-08 9 MON SU / Annual
0.6	FAGAN, EMMIE GRACE MHS CHILD CARE ASSISTANT 9 MON SU	Middleburg High	Effective 2020-08-20 9 MON SU / Annual
	FERGUSON, TAMMY DARNELL FIH CUSTODIAN 12 MO SU	Fleming Island High School	Effective 2020-08-13 12 MO SU / Annual
	FOSTER, LENORRIS TRN MECHANIC 12 MO SU	Transportation	Effective 2020-08-24 12 MO SU / Annual

VI. Support Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	FRANCOIS, JACQUES TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
0.9	GAMBILL, EMMA KATHERINE FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	Effective 2020-08-14 9 MON SU / Annual
0.8	GONZALEZ, CLAUDIA IDELSA PES ESOL CLASSROOM ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2020-08-17 9 MON SU / limited
	GRACE, EVELYN EMILY PES CAFE ASSISTANT 3.75 HOURS 9 MON CA	Robert M. Paterson Elementary	Effective 2020-08-17 9 MON CA / Annual
	HALL, MEGAN E KHE CAFE ASSISTANT 5 HOURS 9 MON CA	Keystone Heights Elementary	Effective 2020-08-21 9 MON CA / Annual
	HAMPSHIRE, SHAWN ISAIAH SLE CUSTODIAN 12 MO SU	Shadowlawn Elementary	Effective 2020-08-11 12 MO SU / Annual
	HENRY, KENDALL LASHAWN A PES CUSTODIAN 12 MO SU	Robert M. Paterson Elementary	Effective 2020-09-04 12 MO SU / Annual
	HICKS, RENE A REATHA TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
	JOHNSON, JEANETTA JACQUETTA TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
	KINCHEN, NANCY LEONA TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
	KIRK, MANDY ELAINE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
	KNOTTS, DEBRA ANN LES SECRETARY 11 MO 11 MONTH	Lakeside Elementary	Effective 2020-08-17 11 MONTH / Annual
0.9	KOSSUTH, MICHAEL JAMES TBE BEHAVIORAL HEALTH ASST 9 MON SU	Thunderbolt Elementary	Effective 2020-08-14 9 MON SU / Annual
0.8	LAND, JANICE ROGERS SPC GENERIC CLASSROOM ASSISTAN 9 MON SU	Swimming Pen Creek Elem	Effective 2020-08-14 9 MON SU / Annual
	LAVANE, DARLENE MARIE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
0.9	LEDFORD, SOPHIA RAIN LES BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Elementary	Effective 2020-08-27 9 MON SU / Annual
0.9	LIBRETTO, MARISSA AMIE TBE BEHAVIORAL HEALTH	Thunderbolt Elementary	Effective 2020-08-28 9 MON SU / Annual

VI. Support Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	ASST 9 MON SU		
	LOVE, SYLVIA MAE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
	MASSENAT, MARIE J FIH CUSTODIAN 12 MO SU	Fleming Island High School	Effective 2020-08-31 12 MO SU / Annual
0.8	MEADERS, ANNA ELIZABETH STS HEALTH ASSISTANT 9 MON SU	Student Services	Effective 2020-08-14 9 MON SU / Annual
	MILLER, ASHLEY ANN TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
	MOLINARO, BRIANA JUSTINE KHE CAFE ASSISTANT 3 HOURS 9 MON CA	Keystone Heights Elementary	Effective 2020-08-17 9 MON CA / Annual
	MORGAN, CRYSTAL GAIL LAE CAFE ASSISTANT 5 HOURS 9 MON CA	Lake Asbury Elementary	Effective 2020-09-08 9 MON CA / Annual
	MOSLEY, PAMELA INEZ TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
0.9	MOSS, MCKENZIE ERIN POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2020-08-27 9 MON SU / Annual
	NEIFORD, DAVID EDWARD TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
0.8	NESMITH, MICHAEL B OPH ESOL CLASSROOM ASSISTANT 9 MON SU	Orange Park High	Effective 2020-08-14 9 MON SU / limited
	OSNAYO, JUAN R TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-24 TRANSPOR / Annual
0.9	PACE JR, MICHAEL RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2020-08-14 9 MON SU / Annual
0.8	PAUL, JEAN MICHAEL OHS ESOL CLASSROOM ASSISTANT 9 MON SU	Oakleaf High School	Effective 2020-08-19 9 MON SU / limited
0.9	PEACOCK, MERIELLE MOWERY FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	Effective 2020-08-14 9 MON SU / Annual
	PISECHKO, CHERYL PATTERSON CEB LICENSED PRAC NURSE 10 MONTH	Charles E. Bennett Elementary	Effective 2020-08-31 10 MONTH / Annual
0.8	PORTOBANCO, GIORGIO BLC COMPUTER LAB ASSISTANT 9 MON SU	Bannerman Learning Center	Effective 2020-08-25 9 MON SU / Annual

VI. Support Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	PREVAL, JAMES TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
	RAMOS, DAMARIS OPR CUSTODIAN 12 MO SU	Division Of Support Services	Effective 2020-08-18 12 MO SU / Annual
	REYNOLDS, JACOB MICHAEL WJH CUSTODIAN 12 MO SU	Wilkinson Jr High	Effective 2020-08-14 12 MO SU / Annual
0.2	ROBINSON, VAN E WJH COMPUTER LAB ASSISTANT 9 MON SU	Wilkinson Jr High	Effective 2020-08-18 9 MON SU / Annual
0.8	ROBINSON, VAN E WJH DROP OUT PREV. CR ASST 9 MON SU	Wilkinson Jr High	Effective 2020-08-18 9 MON SU / Annual
	SABERG, KIMBERLY LYNN MHS CAFE ASSISTANT 3.75 HOURS 9 MON CA	Middleburg High	Effective 2020-08-17 9 MON CA / Annual
	SANTINI, ASTRID POE CAFE ASSISTANT 3 HOURS 9 MON CA	Plantation Oaks Elementary	Effective 2020-09-02 9 MON CA / Annual
	SEECH, PAMELA ANN ITS NETWORK SPECIALIST 12 MO SU	Information Services	Effective 2020-08-24 12 MO SU / Annual
	SHIELDS, JAMES FRANKLIN TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
	SMITH, BRITTANY DIANE LAJ CAFE ASSISTANT 3.75 HOURS 9 MON CA	Lake Asbury Junior High School	Effective 2020-08-19 9 MON CA / Annual
0.8	SMITH, KAITLYN ELIZABETH STS HEALTH ASSISTANT 9 MON SU	Student Services	Effective 2020-08-14 9 MON SU / Annual
	TAYLOR, BLAIR MICHAEL GPE CUSTODIAN 12 MO SU	Grove Park Elementary	Effective 2020-08-17 12 MO SU / Annual
	TROWBRIDGE, BEVERLY DEBERRY RVE CAFE ASSISTANT 3 HOURS 9 MON CA	Ridgeview Elementary	Effective 2020-08-19 9 MON CA / Annual
	TURNER, SUSAN MAY TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
0.8	VROBEL, AMANDA NICOLE OPE IN SCHOOL SUSPENSION 9 MON SU	Orange Park Elementary	Effective 2020-09-04 9 MON SU / Annual
	WALKER, JANET LOU PES SCHOOL SEC ADMINISTRATION 10 MONTH	Robert M. Paterson Elementary	Effective 2020-09-02 10 MONTH / Annual
	WASHINGTON, SHELLEY Y	Transportation	Effective 2020-08-17

VI. Support Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	TRN BUS DRIVER TRANSPOR		TRANSPOR / Annual
0.9	WEEKS, DALTON RIEDOUT WEC GENERAL HEALTH ASSISTA 9 MON SU	W.E. Cherry Elementary	Effective 2020-08-20 9 MON SU / Annual
	WHITE, MARY AUGUSTA ELE ADMINISTRATIVE SECRETARY 12 MO SU	Dept Of Elementary Education	Effective 2020-08-17 12 MO SU / Annual
	WILLETTE, DAVID A TRN BUS DRIVER TRANSPOR	Transportation	Effective 2020-08-17 TRANSPOR / Annual
0.9	WILLIAMS, LAUREN NICOLE LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	Effective 2020-08-14 9 MON SU / Annual
	WILLOUGHBY, RYDER WILLIAM OPR CUSTODIAN 12 MO SU	Division Of Support Services	Effective 2020-08-24 12 MO SU / Annual
	WOLTER, CHRISTIANNE LUCILLE TBE REGISTERED NURSE 10 MONTH	Thunderbolt Elementary	Effective 2020-08-25 10 MONTH / Annual

VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
0.8	BAIN, SHAKELIAH A LAJ LICENSED PRAC NURSE 10 MONTH	Lake Asbury Junior High School	10 MONTH / 3rd year annual, support
0.8	GUZMANLAUREANO, MAIJULIES LES DROP OUT PREV. CR ASST 9 MON SU	Lakeside Elementary	9 MON SU / Annual
	NORMAN, TERESA ELAINE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	ROSSOW, KRISTEN M CHS REGISTERED NURSE 10 MONTH	Clay High	10 MONTH / Annual
0.8	SCHOENINGER, JOHN C OPJ IN SCHOOL SUSPENSION 9 MON SU	Orange Park Jr High	9 MON SU / Annual
	THIESSEN, LAWRENCE H MNT LOCKSMITH 12 MO SU	Division of Support Svcs	12 MO SU / Annual

VI. Support Actions

C. RE-DESIGNATION

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.2	CISCO, LISA N MRE TITLE I ASSISTANT 9 MON SU	Mcrae Elementary	RE-DESIGNATE FROM .8 CLASSROOM ASST TO .8 CLASSROOM ASST .2 TITLE 1 ASST EFFECTIVE 08/14/2020
0.1	HARRIST, SUSAN ORR RVE TITLE I ASSISTANT 9 MON SU	Ridgeview Elementary	RE-DESIGNATE FROM .8 CLASSROOM ASST TO .8 CLASSROOM ASST .1 TITLE 1 ASST EFFECTIVE 08/24/2020

DRAFT

VI. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.9	CARNEGIE, DELROY J WJH BEHAVIORAL HEALTH ASST 9 MON SU	Wilkinson Jr High	Effective 2020-08-14 /transfer from / WJH CUSTODIAN
	CUNNINGHAM, SHERIE RENEE LAE CAFE ASSISTANT 6.5 HOURS 9 MON CA	Lake Asbury Elementary	Effective 2020-08-25 /transfer from / LAE CAFE ASSISTANT 6 HOURS
	GONZALEZ, JOSE L OPR CUSTODIAN 12 MO SU	Orange Park High	EFFECTIVE 2020-08-14 TRANSFER FROM OPR SCHOOL SAFETY OFFICER
	HALL, JEANETTE L ROE CUSTODIAN 12 MO SU	Rideout Elementary	Effective 2020-08-24 /transfer from / DOE CUSTODIAN
0.9	HOWARD, MICHAEL J SLE GENERAL HEALTH ASSISTA 9 MON SU	Shadowlawn Elementary	EFFECTIVE 2020-08-14 TRANSFER FROM BLC .9 BEHAVIORAL HEALTH ASST
	REYES DE ARAUJO, OSMARY A MCE CAFE ASSISTANT 6.25 HOURS 9 MON CA	Montclair Elementary	Effective 2020-08-25 /transfer from / MCE CAFE ASSISTANT 4.5 HOURS
0.9	SMITH, JENNIFER J RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	EFFECTIVE 2020-08-14 TRANSFER FROM RHS INSTRUCTIONAL ASST.
	SPANGLER, JENNIE J POE SECRETARY 11 MO 11 MONTH	Plantation Oaks Elementary	EFFECTIVE 2020-08-11 TRANSFER FROM POE .9 GENERAL ASST
	VILLATORO, ZAIDA MIRIAM MCE CAFE ASSISTANT 5.25 HOURS 9 MON CA	Montclair Elementary	Effective 2020-08-25 /transfer from / MCE CAFE ASSISTANT 3.25 HOURS
0.9	WILLIAMS, MCKENZIE P MRE BEHAVIORAL HEALTH ASST 9 MON SU	Mcrae Elementary	EFFECTIVE 2020-08-14 TRANSFER FROM SLE .9 GENERAL HEALTH ASST
	WOOLBRIGHT, LAWANDA LJH ST RECORD SEC 12 MO 12 MO SU	Lakeside Junior High	Effective 2020-08-03 /transfer from / OLJ ST RECORD SEC 12 MO
	ZAYAS, DENISE E OPJ BOOKEEPER 12 MO SU	Orange Park Jr High	Effective 2020-08-03 /transfer from / POE SECRETARY 11 MO

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	ALEQUIN, HARVEY TES CUSTODIAN 12 MO SU	Tynes Elementary	Effective 2020-08-24 RESIGNATION
0.8	CASSADA, AUSTIN JAMES STS HEALTH ASSISTANT 9 MON SU	Student Services	Effective 2020-09-01 Conclude Employment
	COLLINS, JUDY M DOE SCHOOL SEC ADMINISTRATION 10 MONTH	Discovery Oaks Elementary	Effective 2020-09-08 RESIGNATION
0.8	COLLINS, NANCY MARYJEAN DIS IN SCHOOL SUSPENSION 9 MON SU	Doctors Inlet Elementary	Effective 2020-08-28 RESIGNATION
	DIUGUID, ROBERT L ROE CUSTODIAN 12 MO SU	Rideout Elementary	Effective 2020-08-28 RESIGNATION
0.9	DUNCAN, LINDA G FIE GENERAL HEALTH ASSISTA 9 MON SU	Fleming Island Elementary	Effective 2020-08-14 RETIREMENT
	ELDER, CHERYL LOUISE WEC CAFE ASSISTANT 4.5 HOURS 9 MON CA	W.E. Cherry Elementary	Effective 2020-08-18 RESIGNATION
	GARDNER, ROBERT C OPH CUSTODIAN 12 MO SU	Orange Park High	Effective 2020-08-14 RESIGNATION
0.8	GARRISON, SHERRY LYNN DOE GENERIC CLASSROOM ASSISTAN 9 MON SU	Discovery Oaks Elementary	Effective 2020-08-19 RESIGNATION
	GRIFFIS, MELISSA ANN CHE CUSTODIAN 12 MO SU	Clay Hill Elementary	Effective 2020-08-28 RESIGNATION
	HOWARD, KRISTEN M MHS CUSTODIAN 12 MO SU	Middleburg High	Effective 2020-08-21 RESIGNATION
	LEEPER, THELMA E TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2020-08-26 RETIREMENT
0.4	RANGEL, LOURDES OLJ COMPUTER LAB ASSISTANT 9 MON SU	Oakleaf Junior High School	Effective 2020-08-26 RESIGNATION
	ROBINSON, KENNETH D MCE CUSTODIAN 12 MO SU	Montclair Elementary	Effective 2020-09-18 RESIGNATION
	SEECH, PAMELA ANN ITS CURR SPEC 12 MO 12 MONTH	Information Services	Effective 2020-08-21 RESIGNATION
0.9	WALLACE, MARIAN LES TITLE I ASSISTANT 9 MON SU	Lakeside Elementary	Effective 2020-09-10 RESIGNATION

VI. Support Actions**F. SUPPLEMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
MILAM, MICHAILA GRACE MHS DRILL SPONSOR SH SUPPLEME	Ridgeview Elementary	Appointment
SHAW, CASSANDRA G LAJ SOFTBALL FP HD JH SUPPLEME	Lake Asbury Junior High School	Appointment

DRAFT

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C3 - K-12 Academic Services Out of State and Overnight Student Travel

Description

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

Field Trips Details

School	Date	Destination	Group	Purpose
Clay High	10/24/20	Cairo HS, GA	NJROTC	To compete in Cairo HS NJROTC Triathlon.
Clay High	10/30/20	South Effington HS, GA	NJROTC	To compete in South Effingham HS Rifle Match.
Clay High	10/31/20	Blythe Island State Park, GA	NJROTC	To compete in Brunswick HS NJROTC Orienteering Meet.
Keystone Heights High	12/19/20	Ludowici, GA	Varsity Boys Basketball Team	Basketball Tournament
Ridgeview High	10/31/20	Brunswick, GA	NJROTC	To compete in Brunswick HS Orienteering Meet.

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

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

Recommendation

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

Contact

Roger Dailey, Assistant Superintendent of Curriculum & Instruction; roger.dailey@myoneclay.net; 904-336-6904

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

Financial Impact

None

Review Comments

Attachments

📎 [Oct 2020 - Student Field Trips.pdf](#)

DRAFT

SCHOOL DISTRICT OF CLAY CO
FIELD TRIP REQUEST

1. School Requesting: CLAY HIGH SCHOOL
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other X
If Commercial Carrier or Other, please state type: _____
3. Trip(s) Overnight: Yes X No _____ Trip(s) Out-of-State: Yes X No _____
4. Dates of Field Trip*: 10/24/2020 Destination*: CAIRO GA. HIGH SCHOOL
5. Group Taking Trip: CLAY HIGH SCHOOL
6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. _____
7. Educational Value of Field Trip: TO COMPETE IN CAIRO H.S. MEET
119474/10N
travel plans/protocols?
8. Supporting Florida Standards Benchmark(s) with Narrative(s):
mask required?
9. Number of Students*: 12 Number of Chaperones*: 1
10. Cost Per Student: 10.00 Budget Code or Source to be charged: 3167
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 5 am Returning Time*: 10 pm

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

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

Bus Requisition Number(s): _____

Teacher, Team Leader, Department Head, Etc.

Principal

Assistant Superintendent

Superintendent

Date

Date

Date

Date



Pickett, Treasure <treasure.pickett@myoneclay.net>

Re: field trips

1 message

Rodabaugh, L. Berley <lon.rodabaugh@myoneclay.net>
 To: "Pickett, Treasure" <treasure.pickett@myoneclay.net>
 Cc: Donald Green <donald.green@myoneclay.net>

Wed, Sep 9, 2020 at 9:01 AM

1. We are going to take a school bus to **Brunswick GA 31 OCT 2020** and can space out 6 feet on that trip, but still have the cadets wear masks, This is an outdoor event and schools participating arrive at separate times to run the course and limit exposure to other students / schools.
 Taking about 12-14 cadets; same day trip.

2. We are taking a van to **South Effingham GA 30 OCT 2020** and will have 8 cadets in the vehicle with masks on. This rifle event will be in the school Gym with 6 foot spacing between shoots on the firing line. This event is being staggered as well to limit the amount of schools and cadets there at any given time.
 Taking 8 cadets; same day trip.

3. We are taking a van to **Cairo GA 26 SEP 2020** and will have 8 cadets in the vehicle with masks on. This is an outdoor event and schools participating arrive at separate times to run the course and limit exposure to other students / schools.
 Taking 8 cadets; same day trip.

4. We are meeting 10 cadets at **Terry Parker HS in Duval Co. 10 OCT 2020**. Parents are driving and dropping off cadets at the event since it is local. This academic bowl is indoors but held in 2 different rooms with no more than 16 students in the media center or band room.
 Taking 10 cadets; same day trip.

Berley Rodabaugh

Lieutenant USN (Ret)

Senior Naval Science Instructor (SNSI)

Clay HS NJROTC

Clay County District Schools

| phone 904-336-7298 |

| web oneclay.net | email lon.rodabaugh@myoneclay.net or
rodabaugh.berley.snsi@navyjrotc.us

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SCHOOL DISTRICT OF CLAY CC

FIELD TRIP REQUEST

1. School Requesting: Clay High School
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other X
If Commercial Carrier or Other, please state type: _____
3. Trip(s) Overnight: Yes _____ No X Trip(s) Out-of-State: Yes X No _____
4. Dates of Field Trip*: 10/30/2020 Destination*: SOUTH EFFINGHAM H.S. GA.
5. Group Taking Trip: CLAY HIGH NETROT
6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. _____
7. Educational Value of Field Trip: TO COMPETE IN SOUTH EFFINGHAM H.S. RIFLE MATCH
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 8 Number of Chaperones*: 1
10. Cost Per Student: 10.00 Budget Code or Source to be charged: 3167
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 7 AM Returning Time*: 6 PM

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

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

Bus Requisition Number(s): _____

[Signature]
Teacher, Team Leader, Department Head, Etc.

[Signature]
Principal

[Signature]
Assistant Superintendent

[Signature]
Superintendent

1 SEPT 2020
Date

9-1-20
Date

9/8/20
Date

9/8/20
Date



Pickett, Treasure <treasure.pickett@myoneclay.net>

Re: field trips

1 message

Rodabaugh, L. Berley <lon.rodabaugh@myoneclay.net>
To: "Pickett, Treasure" <treasure.pickett@myoneclay.net>
Cc: Donald Green <dona1d.green@myoneclay.net>

Wed, Sep 9, 2020 at 9:01 AM

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Berley Rodabaugh

Lieutenant USN (Ret)

Senior Naval Science Instructor (SNSI)

Clay HS NJROTC

Clay County District Schools

| phone 904-336-7298 |

| web oneclay.net | email lon.rodabaugh@myoneclay.net or
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ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
October 1, 2020

SCHOOL DISTRICT OF CLAY C
FIELD TRIP REQUEST

1. School Requesting: CLAY HIGH SCHOOL
2. Transportation (Check One):
School Bus(s) ☒ Private Vehicle(s) _____ Commercial Carrier _____ Other mask?
If Commercial Carrier or Other, please state type: _____
3. Trip(s) Overnight: Yes _____ No ☒ Trip(s) Out-of-State: Yes ☒ No _____
4. Dates of Field Trip*: 10/31/2020 Destination*: BY THE ISLAND STATE PARK
5. Group Taking Trip: CLAY HIGH MTROTC
6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. _____
7. Educational Value of Field Trip: TO COMPETE IN BOWENWICK H.S. MTROTC ORIENTEERING MEET.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 15 Number of Chaperones*: 2
10. Cost Per Student: 10.00 Budget Code or Source to be charged: 3167
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 6am Returning Time*: 3pm

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

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

Bus Requisition Number(s):

30118
W. Green
Teacher/Team Leader, Department Head, Etc.
W. Green
Principal
W. Green
Assistant Superintendent
D. Green
Superintendent

10/31/2020
Date
9-1-20
Date
9/6/20
Date
9/8/20
Date



Pickett, Treasure <treasure.pickett@myoneclay.net>

Re: field trips

1 message

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ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
October 1, 2020

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUE

1. School Requesting: KHHS
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) ☒ Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: _____
3. Trip(s) Overnight: Yes _____ No ☒ Trip(s) Out-of-State: Yes ☒ No _____
4. Dates of Field Trip*: 19 Dec 2020 Saturday Destination*: 125 McDonald St, Ludowici, GA
31316
5. Group Taking Trip: Varsity Boys Basketball Team
6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. Coach Schofield, Mrs Helen Moncriet
7. Educational Value of Field Trip: Basketball Tournament at Faith Baptist Christian Academy "Crusader Classic" 3 games.
Tournament Director - Coach Matt Sellers, 912-294-4098
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: 10 Number of Chaperones*: 3
10. Cost Per Student: 0 Budget Code or Source to be charged: 1106
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 7am, 19 Dec 2020 Returning Time*: 11pm, 19 Dec 2020

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

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

Bus Requisition Number(s): _____

[Signature] Head Basketball Coach
Teacher, Team Leader, Department Head, Etc.

[Signature]
Principal

[Signature]
Assistant Superintendent

[Signature]
Superintendent

8-27-2020
Date
8-27-2020
Date
8/31/20.
Date
8/31/20
Date

October 1, 2020

SCHOOL DISTRICT OF CLAI
FIELD TRIP REQUEST

1. School Requesting: Ridgeview High School
2. Transportation (Check one):
School Bus/s _____ Automobile/s ☒ Commercial Carrier _____ Other _____
If commercial or other, state type: _____
3. Trip(s) overnight: yes _____ no ☒ Trip(s) out-of-state: yes ☒ no _____
4. Dates of Field Trip*: 31 Oct Destination*: Brunswick GA
*For school buses . . . if more than one bus is requested, reference bus request form.
5. Group Taking Trip: NJROTC Cadets
6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board Form. _____
7. Educational Value of Field Trip: AT. 2.1.4.2, AT. 6.2.4.2, TE. 3.2.4.4, AT. 2.1.4.2, PE. A.3.4.1, PE. A.3.4.2, PE. A.3.4.4, PE. A.3.4.6, HE. B.1.4.2, HE. 1.1.4.3, HE. B.3.4.5, HE. B.2.4.4, HE. B.3.4.2, AT. 6.1.4.2, LA. B.2.4.2, AT. 9.1.4.2
8. Supporting SSS Benchmark(s): To compete in Brunswick H.S. Orienteering meet
9. Number of Students*: 15 Number of Chaperones*: 2
10. Cost Per Student: Free Budget Code or Source to be charged: N/A
(Examples: Internal Accounts, 5100-331, Athletic Departments)
11. Departure Time*: 7:20 AM Returning Time*: 3:10 PM

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

Bus Requisition Number/s: _____

Teacher, Team Leader, Department Head, Etc.

Principal

District Office Approval



Brunswick High School NJROTC
3885 Altama Avenue
Brunswick, GA 31520
PH: (912) 267-4200 EXT 6159/6211
mjatindranath@glynn.k12.ga.us



19 June 2020

From: Brunswick High School NJROTC
To: NJROTC Area Twelve

Subj: **BRUNSWICK "PIRATE CLASSIC" NJROTC ORIENTEERING MEET - LETTER OF INSTRUCTION (LOI)**

Encl: (1) Orienteering USA Interscholastic Scoring Guidelines
(2) Registration Form
(3) Indemnity Form
(4) Pre-mishap plan
(5) Operational Risk Management Analysis
(6) Directions

1. GENERAL. Procedures for the 2020 Pirate Classic Orienteering Meet are contained herein. The LOI sets forth rules and regulations governing the conduct of participating schools, officials and cadets. It also establishes guidelines for entry, general operations and regulations for safe conduct of the meet. This JROTC Orienteering Meet is hosted by Brunswick H. S. NJROTC in cooperation with the Georgia Orienteering Club. The host school will participate, as GAOC will be setting the courses. This year's event will be held on Saturday, 31st October 2020 at Blythe Island Regional Park, 6616 Blythe Island Hwy, Brunswick, GA 31523. For additional park information, visit <https://www.glynncounty.org/176/Blythe-Island-Regional-Park>. Instructors Safety Brief at 0800. First runner starts at 0830.

2. ELIGIBILITY. This meet primarily serves NJROTC Area Twelve. Other JROTC teams may enter if space allows. There are no orienteering prerequisites for eligibility to participate in this meet. Schools may initially register one team, as well as a standby team, if desired. If space for additional runners/teams remains after the registration deadline of 19th October 2020, alternate runners/teams on the standby list will be added to round out the meet.

3. RESPONSIBILITIES. The host NJROTC unit has shared responsibility for the successful conduct of the orienteering meet. Responsibilities include promulgation of this directive to include specific administrative and logistic information, start line, finish line, results area setup crews, water stops, results runners, judges/scorers, and awards. Orienteering trophies and medals will be provided by Brunswick HS NJROTC and will be presented to NJROTC competitors at the conclusion of the event.

4. AREA TWELVE CHAMPIONSHIP QUALIFICATION. Specific qualification requirements are located in the Area-12 Orienteering Championship LOI.

A. QUALIFICATION. The top 10 Area-12 finishers in the Brunswick Pirate Classic Orienteering Meet will automatically qualify for the Area-12 Championship.

B. DUAL QUALIFICATION. An individual school may dual qualify for the A-12 Championship, but this must occur at the same meet. In other words, if a school has two separate teams finish in the top 10 in the same event, both teams will qualify for the Championship. At a minimum, one

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C4 - Addendum A to 2017-2021 UNF Dual Enrollment Articulation Agreement

Description

The Addendum A is to add the High School Virtual Teaching Academy to our agreement. A collaborative agreement between the University of North Florida and the School Board of Clay County for Dual Enrollment purposes. This agreement allows Clay County students to enroll in college courses on the UNF campus for both college credit and high school credit. This agreement outlines policies pertaining to Dual Enrollment and the roles and responsibilities of each entity.

Gap Analysis

N/A

Previous Outcomes

The purpose of adding this addendum to the agreement is that students from Clay County who have enrolled in courses at UNF, would qualify for this academy.

Expected Outcomes

One of the goals of Clay County is to increase the number of students who participate in academic accelerated programs - Dual Enrollment being one of those programs.

Strategic Plan Goal

The District will work closely with UNF in order to better advise students on the postsecondary opportunities available to all. Students who successfully pass a course earn acceleration points for their home schools while preparing themselves for college level work.

Recommendation

Approve Addendum A to 2017-2021 agreement between University of North Florida and the School Board of Clay County.

Contact

Roger Dailey, Chief of Academic Services; 904-336-6904; roger.dailey@myoneclay.net, Treasure Pickett, director of K-12 Academic Services; 904-336-6918; treasure.pickett@myoneclay.net

Financial Impact

No cost

Review Comments

Attachments

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C5 - Safe Crisis Management Training for Exceptional Student Education Employees 2020-2021

Description

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

Gap Analysis

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

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

Previous Outcomes

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

Number of Staff Trained with SCM: 2015-16=250, 2016-17=217, 2017-18=296, 2018-19=230, 2019-20=318

Expected Outcomes

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

Strategic Plan Goal

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

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

Recommendation

Continue training ESE staff using the Safe Crisis Management training program for 2020-2021.

Contact

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

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

Financial Impact

District trainers are recertified annually by Safe Crisis Management staff. Clay county personnel are then trained by these district trainers, also on an annual basis. Training costs are approximately \$55,000 annually.

Funding source: 420.6400.120.9005.4100.1\$30,000

100.6400.150.9005.1901\$25,000

Review Comments

Attachments

🔗 [Data Year by Year for October 2020 Board.pdf](#)

DRAFT

Restraint and Seclusion Incidents

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Restraints	172	258	146	179	118	53	48
Seclusion	140	54	33	7	5	2	0

DRAFT

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C6 - First Coast Mobile Audiology Contract 20-21

Description

The School Board of Clay County is required to provide audiological services to eligible ESE students. The contracted services will include but are not limited to Child Find activities, audiological evaluations, fitting for hearing aids, FM systems and audiological consultations.

Gap Analysis

The Audiological Therapy Services are required for eligible ESE students based upon their Individual Education Plan (IEP). Contracting with First Coast Mobile Audiology ensures that the district meets the IDEA requirements of a free, appropriate public education (FAPE) for all students with disabilities.

Previous Outcomes

The district has contracted with First Coast Mobile Audiology since 2006. Using an annual contract for service is more cost efficient than a piecemeal approach and ensures continuity of services for SWD and supporting staff.

Expected Outcomes

Successful outcomes will allow for implementation of IEP requirements for students with disabilities. Services to include audiological evaluations, fitting for hearing aids, FM systems, and audiological consultations

Strategic Plan Goal

Goal 1: Develop Great Educators and Leaders.

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

Recommendation

That the Clay county School Board approve the First Coast Mobile Audiology contract for 2020-2021

Contact

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

Financial Impact

The projected cost of implementing this contractual agreement is approximately \$52,000.00.

Funding source: 0100.5200.310.9005.0000

Review Comments

Attachments

📎 [First Coast Mobile Audiology.pdf](#)

2035292

☒ **APPROVED**

 Pending
Comments
Addressed

210023

AGREEMENT/CONTRACT REVIEW FORM

BOARD MEETING DATE:

October 1, 2020

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

Date Submitted: 6.30.20

Contract Initiator (Name of Person Overseeing the Contract): Terry Roth

Telephone Number: 336-6867

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

Vendor/Contractor Name: First Coast Mobile Audiology

(190170)

Contract Title: Independent Contractor Services Agreement

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐ Date Original Contract Approved: 8/31/2006

Contract Term: July 1, 2020 - June 30, 2021

Renewal Option(s):

Contract Cost: \$52,000.00

Payment Schedule: Monthly

Funding Source: 0100.5200310.9005.0000

Purchase Requisition No.: *

Strategic Plan Tie-In Explanation: Goal 1: Develop Great Educators and Leaders. Strategy 1.3: Prepare all students to be full option graduates who are prepared for college, eligible to enlist in military services, or able to compete in the workforce. Services are required under the Individuals with Disabilities Education Act (IDEA).

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

Additional Information: This contract provides Audiological services to eligible Exceptional Student Education students. Services include Audiological evaluations, fitting for hearing aids, FM systems, and Audiological consultations. Using an annual contract for services is more cost efficient than an ad hoc approach and ensures continuity of services for students with disabilities and supporting staff.

CONTRACT REQUIRED DOCUMENTS ("CRD") PACKAGE ATTACHED:

☒ Completed Contract Review Form☒ SBAO Template Contract or other Contract (with all basic and mandatory terms)☐ SIGNED 2018 Addendum A (if not an SBAO Template Contract)*

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

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

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

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

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

Workers' Compensation = \$100,000 Minimum

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

 SBAO
RECEIVED
 8/21/20

Approvals

Comments

Purchasing Department	B78	Approved	Denied	Need Mandatory Certification
Review Date	8/18/2020	Approved	Denied	
Risk Management Department		Approved	Denied	All Forms Signed per Section 10
Review Date:		Approved	Denied	
School Board Attorney	JB	Approved	Denied	6A-1.012(11a) Health Services
Review Date:	8/25/20	Approved	Denied	
Information & Technology Dept.		Approved	Denied	Same Contract as last year
Review Date:		Approved	Denied	
Other		Approved	Denied	Need Signatures -
Review Date:		Approved	Denied	

RECEIVED

AUG 14 2020

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Agreement ("Agreement") is entered into by and between **FIRST COAST MOBILE AUDIOLOGY** ("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: **Audiological services to eligible Exceptional Student Education students. Services include Audiological evaluations, fitting for hearing aids, FM systems, and Audiological consultations.**

2. In exchange, Contractor shall be compensated by the District as follows: **\$76.00 per hour.** Invoicing and payment obligations and procedures shall comply with and be governed by section 218.70, et seq., Florida Statutes ("Prompt Payment Act").

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

4. Upon thirty (30) days' notice to Contractor, the District may terminate this Agreement at its convenience and without cause. However, the District may

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

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

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

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

8. Contractor understands that this Agreement does not form an employer-employee or agency relationship with the District. Contractor is not authorized to enter into agreements on behalf of the District, or to order or purchase goods or services or to otherwise purport to contractually bind or legally obligate the District in any way.

9. Contractor understands that no federal or state taxes are being withheld from compensation under this Agreement, and Contractor has the responsibility to pay any and all taxes, fees, and other payments imposed by any applicable laws,

regulations, or rules. Contractor shall indemnify and hold harmless the District for any failure to satisfy such liabilities.

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

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

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

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

11. By entering into this Agreement, Contractor acknowledges and accepts responsibility for all risks of injury and loss associated with the performance of this Agreement. In addition to any other statutory or common law obligation to indemnify and defend the School Board, Contractor shall indemnify, defend, and hold harmless the School Board, its officers, and employees from any claim, loss, damage, penalty, or liability arising from the negligent acts, omissions, misfeasance, malfeasance, or

intentionally wrongful conduct of Contractor, its employees, or agents relating to the performance of duties imposed upon Contractor by this Agreement. Such indemnity shall not be limited by benefits payable by or for Contractor under worker's compensation, disability, or any other employee benefits or insurance programs or policies. Contractor shall timely provide to the District written notice of any claim, complaint, or demand asserted against Contractor related to the performance of this Agreement. Contractor's obligations under this section shall survive the termination of this Agreement.

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

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

- a. Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under this Agreement ("Agreement Data") which come within the definition of a "public record" under Chapter 119.
- b. Provide to the District, upon its request and free of charge, a copy of each record which Contractor seeks to produce in response to a public records request.

- c. Ensure that all Agreement Data considered exempt under Chapter 119 are not disclosed except as authorized by law.
- d. Upon completion of its obligations under the Agreement, transfer to the District, at no cost, all Agreement Data in Contractor's possession or otherwise keep and maintain such data/records as required by law.

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

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

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:

Melisa Sharpe, Au.D.
(Printed Name)

MS Sharpe, Au.D.
(Signature)

Audiologist
(Title)

7/29/20
(Date)

1808 Red Hawk Ct
St. Aug., FL 32092
(Address)

904-982-4833
(Phone number and e-mail)

hearing@firstcoastmobileaudiology.com

AS TO BOARD/DISTRICT:

Carol Studdard
(Printed Name)

(Signature)

Chairman, School Board
(Title)

10/1/2020
(Date)

900 Walnut Street
Green Cove Springs, FL 32043
(Address)

Carol.Studdard@myoneclay.net
(Phone number and e-mail)

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: First Coast Mobile Audiology

Signature of Authorized Representative: Melisa Sharpe, AuD.

Printed Name of Authorized Representative: Melisa Sharpe, Au.D.

Title of Authorized Representative: Audiologist /owner

Date: 7/29/20

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: Melisa Sharpe / First Coast Mobile Audiology

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Melisa Sharpe
(Printed Name)

Melisa Sharpe Aud.
(Signature)

Audiologist
(Title)

7/29/20
(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: First Coast Mobile Audiology / Melisa Sharpe

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Melisa Sharpe
(Printed Name)

Audiologist
(Title)

Melisa Sharpe
(Signature)

8/27/2020
(Date)

DRAFT

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: First Coast Mobile Audiology

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Melisa Sharpe
(Printed Name)

Melisa Sharpe
(Signature)

Audiologist
(Title)

8/27/2020
(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: First Coast Mobile Audiology

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Melisa Shaye
(Printed Name)

Audiologist
(Title)

Melisa Shaye
(Signature)

8/27/2020
(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: First Coast Mobile Audiology

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Melisa Sharpe
(Printed Name)

Audiologist
(Title)

Melisa Sharpe
(Signature)

8/27/2020
(Date)

NON-COLLUSION AFFIDAVIT

STATE OF FLORIDA)
COUNTY OF CLAY)

My name is (INSERT NAME Melisa Sharpe). 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 First Coast Mobile Audiology) 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 First Coast Mobile Audiology) 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: Melisa Sharpe

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Melisa Sharpe
(Printed Name)

Audiologist
(Title)

Melisa Sharpe
(Signature)

8/27/2020
(Date)

APPLICANT WAIVER AGREEMENT
AND STATEMENT

For Criminal History Record Checks

This form shall be completed and signed by every applicant for non-criminal justice purposes.

I hereby authorize (enter Name of Non-Criminal Justice Agency) Clay County District Schools to submit a set of my fingerprints to the Florida Department of Law Enforcement (FDLE) for the purpose of accessing and reviewing Florida and national criminal history records that may pertain to me. I understand that I would be able to receive any national criminal history record that may pertain to me directly from the Federal Bureau of Investigation (FBI). Pursuant to Title 28, Code of Federal Regulations (CFR), Sections 16.30-16.34 and that I could then freely disclose any such information to whomever I chose.

I understand that, my fingerprints may be retained at FDLE and the FBI for the purpose of providing any subsequent arrest notifications, upon request you may provide me a copy of the criminal history record report if any, you receive on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I am aware that procedures for obtaining a change, correction, or updating of the FDLE or FBI criminal history are set forth in F.S. 943.056 and Title 28, CFR, Section 16.34. I may obtain a prompt determination as to the validity of my challenge before you make a final decision about my status as an employee, volunteer, contractor, or subcontractor.

Signature: _____

Melisa Sharpe

Date: _____

7/29/20

Printed Name: _____

Melisa Sharpe

Date of Birth: _____

10/30/71

Address: _____

1808 Red Hawk Ct., St Aug FL 32092

ORIGINAL - MUST BE RETAINED BY NON-CRIMINAL
JUSTICE AGENCY



HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP

Certificate of Insurance

OCCURRENCE POLICY FORM



Print Date: 07/29/19

PRODUCER	BRANCH	PREFIX	POLICY NUMBER
018098	970	HPG	0619520847-8

Policy Period:

From 08/12/19 to 08/12/20 at 12:01 AM Standard Time

Named Insured

Melisa H Sharpe
1808 Red Hawk Ct
St Augustine, FL 32092-5038

Program Administered by:

Healthcare Providers Service Organization
1100 Virginia Drive, Suite 250
Fort Washington, PA 19034-3278
1-800-982-9491
www.hpso.com/renew

Medical Specialty

Code

Audiologist
Excludes Cosmetic Procedures

80716

Insurance is provided by:

American Casualty Company of Reading, Pennsylvania
333 South Wabash Avenue Chicago, Illinois 60604

Professional Liability

\$1,000,000 each claim

\$3,000,000 aggregate

Your professional liability limits shown above include the following:

- Good Samaritan Liability
- Malplacement Liability
- Personal Injury Liability
- Sexual Misconduct included in the PL Limit shown above subject to \$25,000 aggregate sublimit

Coverage Extensions

License Protection	\$ 25,000 per proceeding	\$ 25,000 aggregate
Defendant Expense Benefit	\$ 1,000 per day limit	\$ 25,000 aggregate
Deposition Representation	\$ 10,000 per deposition	\$ 10,000 aggregate
Assault	\$ 25,000 per incident	\$ 25,000 aggregate
<i>Includes Workplace Violence Counseling</i>		
Medical Payments	\$ 25,000 per person	\$ 100,000 aggregate
First Aid	\$ 10,000 per incident	\$ 10,000 aggregate
Damage to Property of Others	\$ 10,000 per incident	\$ 10,000 aggregate
Information Privacy (HIPAA) Fines & Penalties	\$ 25,000 per incident	\$ 25,000 aggregate

Workplace Liability

Workplace Liability	Included in Professional Liability Limit shown above
Fire and Water Legal Liability	Included in the PL limit above subject to \$150,000 aggregate sublimit
Personal Liability	\$1,000,000 aggregate

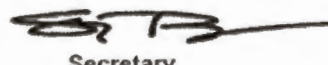
Total: \$265.00

Premium reflects self-employed, part-time rate.

Policy Forms & Endorsements (Please see attached list for a general description of many common policy forms and endorsements.)

G-121500-D G-121501-C G-121503-C CNA82011 G-145184-A G-147292-A CNA81753 CNA81758 GSL13424 GSL15563
GSL15564 GSL15565 GSL17101 CNA80052 CNA80051 G-123846-D09 CNA80989 CNA79575 G-141231-A


Chairman of the Board


Secretary

Keep this Certificate of Insurance in a safe place. This Certificate of Insurance and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. In order to activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Form #: G-141241-B (3/2010)

Master Policy: 188711433

**HEALTHCARE PROVIDERS
PROFESSIONAL LIABILITY COVERAGE PART ENDORSEMENT**

Additional Insured – Healthcare Professional or Entity

In consideration of the additional premium paid, and subject to the Professional Liability limit of liability shown on the **certificate of insurance**, it is agreed that the **PROFESSIONAL LIABILITY COVERAGE PART** is amended as follows:

The person or entity named below (the "additional insured") is an insured under this Coverage Part but only as respects its liability for **your medical incidents** and solely to the extent that:

1. a **professional liability claim** is made against **you** and the additional insured; and
2. in any ensuing litigation arising out of such **claim**, **you** and the additional insured remain as co-defendants.

In no event is there any coverage provided under this policy for a **medical incident** that is the direct liability of the additional insured.

Additional Insured: School Board of Clay County
900 Walnut St
Green Cove Springs, FL 32043

This endorsement is a part of **your** policy and takes effect on the effective date of **your** policy, unless another effective date is shown below. All other provisions of the policy remain unchanged.

Must Be Completed		Complete Only When This Endorsement is Not Prepared with the Policy Or Is Not to be Effective with the Policy	
ENDT. NO.	POLICY NO.	ISSUED TO	ENDORSEMENT EFFECTIVE DATE
1	619520847	Melisa H. Sharpe	08/12/2020



HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP



Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM

Print Date: 6/22/2020

The application for the Policy and any and all supplementary information, materials, and statements submitted therewith shall be maintained on file by us or our Program Administrator and will be deemed attached to and incorporated into the Policy as if physically attached.

PRODUCER 018098	BRANCH 970	PREFIX HPG	POLICY NUMBER 0619520847	POLICY PERIOD From: 08/12/20 to 08/12/21 at 12:01 AM Standard Time
Named Insured and Address: Melisa H Sharpe 1808 Red Hawk Ct St Augustine, FL 32092-5038				Program Administered by: Healthcare Providers Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034 1-800-982-9491 www.hpso.com
Medical Specialty: Audiologist		Code: 80716		Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606
Excludes Cosmetic Procedures				

Professional Liability \$ 1,000,000 ☒ each claim \$ 3,000,000 aggregate ☒

Your professional liability limits shown above include the following:

- * Good Samaritan Liability
- * Sexual Misconduct Included in the PL limit shown above subject to \$ 25,000 aggregate sublimit
- * Malplacement Liability
- * Personal Injury Liability

Coverage Extensions

License Protection	\$ 25,000	per proceeding	\$ 25,000	aggregate
Defendant Expense Benefit	\$ 1,000	per day limit	\$ 25,000	aggregate
Deposition Representation	\$ 10,000	per deposition	\$ 10,000	aggregate
Assault	\$ 25,000	per incident	\$ 25,000	aggregate
Includes Workplace Violence Counseling				
Medical Payments	\$ 25,000	per person	\$ 100,000	aggregate
First Aid	\$ 10,000	per incident	\$ 10,000	aggregate
Damage to Property of Others	\$ 10,000	per incident	\$ 10,000	aggregate
Information Privacy (HIPAA) Fines and Penalties	\$ 25,000	per incident	\$ 25,000	aggregate
Media Expense	\$ 25,000	per incident	\$ 25,000	aggregate

Workplace Liability

Workplace Liability	Included in Professional Liability Limit shown above
Fire & Water Legal Liability	Included in the PL limit shown above subject to \$150,000 aggregate sublimit
Personal Liability	☒ \$1,000,000 aggregate

Total \$ 265.00

Base Premium

Premium reflects Self Employed , Part Time

Policy Forms and Endorsements (Please see attached list of policy forms and endorsements)


Chairman of the Board


Secretary

Keep this Certificate of Insurance in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. To activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Coverage Change Date:

Endorsement Date:

Master Policy: 188711433

CNA93692 (11-2018)

POLICY FORMS & ENDORSEMENTS

The following are the policy forms and endorsements that apply to your current professional liability policy.

COMMON POLICY FORMS & ENDORSEMENTS

FORM #	FORM NAME
G-121500-D	Common Policy Conditions
CNA80989	Concealment, Misrepresentation, Fraud Condition Amendatory Endorsement - Florida
G-121503-C	Workplace Liability Form
G-121501-C	Occurrence Policy Form
CNA94164	Amendment Definition of Claim Endorsement
G-145184-A	Policyholder Notice - OFAC Compliance Notice
G-147292-A	Policyholder Notice - Silica, Mold & Asbestos Disclosure
GSL15563	Information Privacy Coverage Endorsement HIPAA Fines, Penalties & Notification Costs
GSL15564	Sexual Misconduct Sublimits of Liability Professional Liability & Sexual Misconduct Exclusion
GSL15565	Healthcare Providers Professional Liability Assault Coverage
GSL17101	Exclusion of Specified Activities Reuse of Parenteral Devices and Supplies
GSL13424	Services to Animals
CNA80051	Amended Definition of Personal Injury Endorsement
CNA80052	Distribution or Recording of Material or Information in Violation of Law Exclusion Endorsement
G-123846-D09	Florida Cancellation and Non-Renewal
CNA81753	Coverage & Cap on Losses from Certified Acts Terrorism
CNA81758	Notice - Offer of Terrorism Coverage & Disclosure of Premium
CNA82011	Related Claims Endorsement
CNA89027	Entity Exclusion Endorsement
CNA79575	Exclusion of Cosmetic Procedures
CNA89026	Media Expense Coverage
G-141231-A	Additional Insured Healthcare Entity

PLEASE REFER TO YOUR CERTIFICATE OF INSURANCE FOR THE POLICY FORMS & ENDORSEMENTS SPECIFIC TO YOUR STATE AND YOUR POLICY PERIOD.

For NJ residents: The PLIGA surcharge shown on the Certificate of Insurance is the NJ Property & Liability Insurance Guaranty Association.

For KY residents: The Surcharge shown on the Certificate of Insurance is the KY Firefighters and Law Enforcement Foundation Program Fund and the Local Tax is the KY Local Government Premium Tax. As required by 806 Ky. Admin Regs. 2:100, this Notice is to advise you that a surcharge has been applied to your insurance premium and is separately itemized on the Declarations page or billing instrument attached to your policy, as required KRS. §136.392.

For WV residents: The surcharge shown on the Certificate of Insurance is the WV Premium Surcharge.

For FL residents: The FIGA Assessment shown on the Certificate of Insurance is the FL Insurance Guaranty Association - 2012 Regular Assessment.

Form #:CNA93692 (11-2018)

Named Insured: Melisa H Sharpe

Master Policy #: 188711433

Policy #: 0619520847



1100 Virginia Drive, Suite 250
Fort Washington, PA 19034-3278
Phone: 1-800-982-9491 Fax: 1-800-758-3635
Website: www.hpso.com

06/22/20

Melisa H Sharpe
1808 Red Hawk Ct
St Augustine, FL 32092-5038

Dear Melisa H Sharpe:

Enclosed is the replacement certificate of insurance that you requested.

If you have any questions or need assistance, please call us toll free at 1-800-982-9491. Our Customer Service Representatives are available weekdays from 8:00 a.m. to 6:00 p.m., EST.

Sincerely,

Customer Service

Enclosure

Dedicated To Serving The Insurance Needs of Healthcare Providers

Healthcare Providers Service Organization is a registered trade name of Affinity Insurance Services, Inc.; (AR 244489); in CA & MN, AIS Affinity Insurance Agency, Inc. (CA 0795485); in OK, AIS Affinity Insurance Services Inc.; in CA, Aon Affinity Insurance Services, Inc., (0694493), Aon Direct Insurance Administrators and Berkely Insurance Agency and in NY, AIS Affinity Insurance Agency.

Q032

**HEALTHCARE PROVIDERS
PROFESSIONAL LIABILITY COVERAGE PART ENDORSEMENT**

Additional Insured – Healthcare Professional or Entity

In consideration of the additional premium paid, and subject to the Professional Liability limit of liability shown on the **certificate of insurance**, it is agreed that the **PROFESSIONAL LIABILITY COVERAGE PART** is amended as follows:

The person or entity named below (the "additional insured") is an insured under this Coverage Part but only as respects its liability for your medical incidents and solely to the extent that:

1. a professional liability claim is made against you and the additional insured; and
2. in any ensuing litigation arising out of such claim, you and the additional insured remain as co-defendants.

In no event is there any coverage provided under this policy for a medical incident that is the direct liability of the additional insured.

Additional Insured: School Board of Clay County
900 Walnut St
Green Cove Springs, FL 32043

This endorsement is a part of **your** policy and takes effect on the effective date of **your** policy, unless another effective date is shown below. All other provisions of the policy remain unchanged.

<i>Must Be Completed</i>		<i>Complete Only When This Endorsement Is Not Prepared with the Policy Or Is Not to be Effective with the Policy</i>	
ENDT. NO.	POLICY NO.	ISSUED TO	ENDORSEMENT EFFECTIVE DATE
1	619520847	Melisa H. Sharpe	08/12/2020

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C7 - Dispute Resolution Guide: McKinney-Vento Eligibility School Selection/Enrollment

Description

The McKinney-Vento Homeless Assistance Act referred to as the McKinney-Vento Act (MVA), Title IX, Part A of the Every Student Succeeds Act (ESSA), provides important educational protections and rights for children and youth experiencing homelessness. Each LEA has a written policy and process that:

- * assures its commitment to providing an education to children and youth experiencing homelessness that is comparable to the education provided to non-homeless students;
- * provides a way for a parent or guardian or an unaccompanied homeless youth (UHY) to appeal school or LEA eligibility, school placement and enrollment determinations they believe are not in their child's best interest, i.e., a process to resolve disagreements over eligibility and school selection or enrollment; and
- * assures that, when there is a dispute, a homeless child or youth is immediately enrolled in the MVA-eligible school requested by the parent, guardian or UHY, until the dispute is resolved.

Each LEA's liaison for homeless children and youths oversees the dispute resolution process and assists parents to navigate the process.

The FDOE McKinney-Vento Act Dispute Resolution Guide for Eligibility and School Selection or Enrollment (The Guide) is designed to assist school, LEA and the FDOE staff to properly apply the dispute resolution provisions in the MVA. The FDOE Guide has recently been significantly updated. The attached document is the Clay County dispute guide that has been created in order to adhere to the new FDOE guide. This document represents more than a simple revision of the old, but rather a new format as suggested by FDOE.

Gap Analysis

Homeless students are present in almost all of the district schools and require a varying degree of support. All Clay County District Schools policies and documents will now be aligned with the explicit state and federal language to guide the work.

Previous Outcomes

Clay County District Schools had over 800 students in the 19-20SY who identified as homeless per federal and state definition. They were supported by both state and federal guidance to help minimize the barriers they were experiencing in their formal education.

Expected Outcomes

Clay County District Schools' social workers will continue to be the primary contact when connecting students and families to social services, and the primary liaisons with our schools. This new guide will continue to direct their work as is necessary to adhere to state and federal laws.

Strategic Plan Goal

Recommendation

Recommend that the Clay County District School Board approve the new Dispute Resolution Guide.

Contact

Heather McDonald, Supervisor for Mental Health and Wellness

Financial Impact

N/A

Review Comments

Attachments

📎 [Clay County School District Dispute Resolution 2020.docx.pdf](#)

***MCKINNEY-VENTO
HOMELESS EDUCATION ACT OF 2015
EVERY STUDENT SUCCEEDS ACT, TITLE IX, PART A
FOR THE EDUCATION OF CHILDREN AND YOUTH
EXPERIENCING HOMELESSNESS***

School District of Clay County
Dispute Resolution Guide:
McKinney-Vento Eligibility School Selection/Enrollment

*As Amended by the Every Student Succeeds Act of 2015
Public Law 114-95*

Revised Summer 2020



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INTRODUCTION

The Florida Department of Education (FDOE) and its Local Educational Agencies (LEAs) seek to act in the best interest of every student, including those experiencing homelessness.

The McKinney-Vento Homeless Assistance Act referred to as the McKinney-Vento Act (MVA), Title IX, Part A of the Every Student Succeeds Act (ESSA), provides important educational protections and rights for children and youth experiencing homelessness. Each LEA has a written policy and process that:

Acronyms and Terms

For definitions of acronym and terms used in *The Guide*, refer to the Acronyms and Terms section on page 2.

- assures its commitment to providing an education to children and youth experiencing homelessness that is comparable to the education provided to non-homeless students;
- provides a way for a parent or guardian or an unaccompanied homeless youth (UHY) to appeal school or LEA eligibility, school placement and enrollment determinations they believe are not in their child's best interest, i.e., a process to resolve disagreements over eligibility and school selection or enrollment; and
- assures that, when there is a dispute, a homeless child or youth is immediately enrolled in the MVA-eligible school requested by the parent, guardian or UHY, until the dispute is resolved.

Each LEA's liaison for homeless children and youths (homeless liaison) oversees the dispute resolution process and assists parents to navigate that process.

It is best for MVA disputes to be resolved locally, through the LEA's MVA dispute resolution process. The LEA's designated homeless liaison is available to assist homeless students and families in understanding their educational rights and resolving disagreements. If a resolution is not reached locally, then parents or guardians or UHY may submit MVA disputes, with the assistance of the homeless liaison, to the state coordinator for the education of homeless children and youths (state coordinator), at the FDOE for review and final determination.

THE GUIDE

The FDOE *McKinney-Vento Act Dispute Resolution Guide for Eligibility and School Selection or Enrollment (The Guide)* is designed to assist school, LEA and the FDOE staff to properly apply the dispute resolution provisions of the MVA.

Homeless children and youth have an educational right to immediate enrollment in a school they are eligible to attend (section 722(g)(3)(C)). Schools and LEAs have a responsibility to place students in MVA-eligible schools and programs that are in the students' best interest (section 722(g)(3)(A)). When parents, guardians or UHY disagree with a school's or LEA's eligibility, placement or enrollment determination, the LEA may choose to follow the dispute resolution steps provided in *The Guide* or follow their own written dispute resolution process of school-level and LEA-level actions to resolve disagreements.

Disputable areas of the law--eligibility and school selection or enrollment--are addressed individually in *The Guide*. Each section begins with a list of the relevant MVA references, definitions of relevant terms, and a list of the topics that are disputable, followed by descriptions of and guidance for each level of responsibility: school, LEA, state, and parents or guardians or UHY.

The practices implemented at the school level are important to assure an initial application of the MVA provisions that will lead to mutually agreeable decisions between the school and parent, guardian or UHY. The first responsibility of the LEA is to provide support to schools in carrying out their responsibilities and then to work to resolve misunderstandings and disagreements. The homeless liaison initiates and oversees the implementation of the LEA's dispute resolution process and can engage the state coordinator at any point in the process for clarification and guidance (<http://www.fldoe.org/policy/federal-edu-programs/>).

Florida McKinney-Vento Act Dispute Resolution Guide

To the extent that there is an occasion that a dispute elevates to the state McKinney-Vento Act Dispute Resolution Process, the state coordinator will manage the process as described in *The Guide*.

Resolve Disputes in the best interest of the child or youth. If, after explaining the rationale regarding an eligibility, school placement, or enrollment determination, a parent, guardian, or UHY wishes to appeal that determination, initiate your LEA's dispute resolution process immediately. Follow the steps of that process quickly to assure the student's best interest.

MVA DISPUTE PROVISIONS

With regard to MVA eligibility and school selection or enrollment, the MVA provides that:

- LEAs have written procedures for the prompt resolution of disputes regarding the educational placement of MVA-eligible children and youth (s.722(g)(1)(C)).
- When a dispute arises over MVA eligibility, or school selection or enrollment (s.722(g)(3)(E))--
 - o the LEA enrolls the MVA-eligible child or youth in the MVA-eligible school (see definition below) in which enrollment is sought by the parent, guardian or UHY, pending final resolution of the dispute, including all available appeals; (s.722(g)(3)(E)(i));
 - o the LEA provides the child's or youth's parent, guardian or UHY with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian or UHY, including information regarding the right to appeal such decisions (s.722(g)(3)(E)(ii));
 - o schools refer the parent, guardian, or UHY to the LEA's homeless liaison to carry out the LEA's dispute resolution process as expeditiously as possible after receiving notice of the dispute; (s.722(g)(3)(E)(iii)); and
 - o in the case of an UHY, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute (s.722(g)(3)(E)(iv)).
- The State Coordinator makes a final determination on disagreements that are not resolved at the local level (s.722(g)(1)(C)).

COMMON MCKINNEY-VENTO DISPUTE RESOLUTION ACRONYMS AND TERMS

ACRONYMS

EHCY: Education of Homeless Children and Youths

FDOE: Florida Department of Education

HL: LEA-designated Homeless Liaison

LEA: Local Educational Agency (school district)

MVA: McKinney-Vento Act

SC: State Coordinator for the Education of Homeless Children and Youths, the FDOE

SHC: School Homeless Contact

SHQ: Student Housing Questionnaire

UHY: Unaccompanied Homeless Youth (a child or youth who is not in the physical custody of a parent)

UY: Unaccompanied Youth (a youth who has not yet been identified as homeless)

TERMS

Parent: For the purposes of the McKinney-Vento Act Dispute Resolution Process, the term "parent" includes a child's biological parent, stepparent or legal guardian and does not include other adults acting as a parent under s. 1000.21(5), Florida Statutes.

MVA-Eligible School: 1) the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool (school of origin), or 2) the school for which the child or youth is zoned for where they are currently staying, or 3) any public school that non-homeless students who live in the attendance area in which the child or youth is currently staying are eligible to attend (s.722(g)(3)(A)(ii) and (iii)).

**Florida McKinney-Vento Act Dispute Resolution Process
Eligibility for Services and School Selection or Enrollment**

Settle disagreements in a timely manner. Each LEA's homeless students policy ensures compliance with federal and state legislation and policy governing the education of children and youth experiencing homelessness and designates a homeless liaison to assist the family and school in navigating the local dispute resolution process and, if necessary, accessing the state dispute resolution process. The Office of the State Coordinator for Homeless Education at the Florida Department of Education may be consulted at any time during the local dispute resolution process.

To comply with s.722(g)(3)(E) of the MVA, as amended by the *Every Student Succeeds Act* (Title IX, Part A, Public Law 114-95), if a school, in consultation with the homeless liaison, denies a student eligibility or enrollment under the MVA, the homeless liaison or designee shall provide the parent or guardian of the child or youth or the unaccompanied homeless youth with a written explanation of the school's decision regarding eligibility for MVA rights. The right to appeal the decision and the process to be followed must be included in this written notice. The school's initial determination process must not take so much time as to threaten the immediate enrollment provision of the MVA (s.722(g)(3)(C)).

The LEA homeless liaison maintains a copy of such written notification of appeal. When a parent, guardian or UHY appeals an eligibility or enrollment or school placement determination, in writing or verbally, the LEA shall:

1. immediately enroll the student into the McKinney-Vento Act-eligible school* in which enrollment is sought and provide all services for which the student is eligible, pending resolution of the dispute;
2. refer the parent, guardian or UHY to the LEA's homeless liaison to carry out the local dispute resolution process as expeditiously as possible once notified, and;
3. ensure the UHY is informed of his or her rights throughout the process as stated in the responsibilities of the local liaison (s.722(g)(6)).

Initiating a State-Level Appeal

If the parent, guardian or UHY disagrees with the LEA's decision after all local appeals are exhausted, he or she can appeal to the Florida Department of Education Homeless Education Program (s.722(g)(3)(E)(ii)).

The parent, guardian or UHY, with the assistance of the homeless liaison, or designee, will initiate the state appeal process by submitting a completed McKinney-Vento Act Written Explanation of Eligibility or School Selection of Enrollment Dispute Decision Form, and other related documentation, to the state coordinator. The LEA homeless liaison also will submit documentation of the local dispute resolution effort.

When the state coordinator, or designee, receives an appeal, he or she shall:

- inform the parent, guardian or UHY and the homeless liaison that an appeal has been received;
- review records and information provided by the appealing parent, guardian or UHY and the LEA; and
- provide the parent, guardian or UHY and the homeless liaison with a determination of eligibility after receiving the dispute notification (s.722(g)(1)(C)).

*MVA eligible schools include the child's or youth's school of origin, the school for which they are zoned for where they are staying at the time of enrollment, or any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend (s.722(g)(3)(A)(ii) and (iii)).

MVA ELIGIBILITY: DEFINITIONS AND AREAS OF DISPUTE

Eligibility Related McKinney-Vento Act Provisions	S.725 Definitions (2) The term 'homeless children and youths'-- (A) means individuals who lack a fixed, regular, and adequate nighttime residence . . .; and (B) includes-- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings . . .; (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children . . . who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
Criteria for MVA Eligibility	<i>Eligibility disputes are based on the MVA definition of homeless (s.725(2)):</i> A homeless child or youth lacks a nighttime residence that is: • “fixed,” i.e., stationary, permanent, and not subject to change; • “regular,” i.e., predictable, available on a routine or consistent basis (such as a lease or utilities in his or her name); and • “adequate,” i.e., sufficient to meet the physical and psychological needs typically met in a home.
Federal Guidance Resources	1. National Center for Homeless Education (https://nche.ed.gov/) 2. Issue Brief: <i>Determining Eligibility for Rights and Services Under the McKinney-Vento Act</i> (https://nche.ed.gov/downloads/briefs/det_elig.pdf) 3. U.S. Department of Education ESSA, Title IX, Part A, Non-Regulatory Guidance: (https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf)

RECOMMENDED SCHOOL-LEVEL PRACTICES FOR DETERMINING MVA ELIGIBILITY

TIMELINE: ONE DAY

RECOMMENDED SCHOOL REGISTRAR PRACTICES FOR MVA ELIGIBILITY

- When a student is being withdrawn from your school, use your discretion to determine if it may be because they lost their housing and may be eligible for McKinney-Vento Act benefits and services.
- Ask all parents or unaccompanied youth (UY) who are registering or enrolling to complete a student housing questionnaire (see sample SHQ; in Appendix). Ask parents of current students or UY who have been newly identified during the school year as possibly experiencing homelessness to complete an SHQ.
- If parents or UHY are hesitant to complete the questionnaire, explain that this information will assure that his or her child or self will receive all of the benefits for which they qualify while the family stabilizes housing. Avoid using the term “homeless.” Instead, use a less stigmatizing term, such as “in transition.”
- If not already provided in the enrollment packet, request contact information for the parent, guardian or UHY (nothing in the Act prohibits an LEA from requiring a parent or guardian of a homeless child or youth to submit contact information per s.722(g)(3)(H)). For MVA purposes, however, a phone number is adequate. If he or she does not have an address, ask where the child or youth slept last night.
- If MVA eligibility is claimed or indicated, notify the school’s homeless contact.

In most cases, when documentation is not readily available to determine enrollment eligibility, information collected via interview is adequate to determine if a child or youth likely meets the published eligibility criteria of a school, education program, or extracurricular activity. They can be enrolled and participate immediately pending receipt of full documentation. When necessary, contact your LEA’s homeless liaison for assistance.

RECOMMENDED SCHOOL HOMELESS CONTACT PRACTICES FOR MVA ELIGIBILITY

- Provide written information to the parent, guardian or UHY in a manner that they can understand (s.722(g)(3)(B)(iii)) about the provisions of the MVA (usually in the form of a brochure):
 - the educational rights of children and youth who qualify for MVA benefits
 - the right to appeal, if they disagree with the school’s determination of eligibility
- Review the SHQ and, as necessary, ask the parent, guardian or UHY for additional information to determine MVA eligibility.

When SHQ responses indicate that the child or youth is LIKELY MVA eligible:

- Per the LEA’s homeless student reporting process, notify the homeless liaison and let the liaison know if the student is unaccompanied.
- If your school is an MVA-eligible school for this student, immediately enroll and assign the student to classes. If your school is not an MVA-eligible school for the student, notify the homeless liaison and refer to the Enrollment or School Selection section of *The Guide*.
- Once student eligibility is confirmed by the LEA’s designated homeless liaison:
 - arrange school of origin transportation, if applicable and if requested by the parent, guardian or UHY;
 - assist in securing enrollment-related documents for newly enrolling students;
 - make sure the school’s food services manager knows that the student is enrolled in the Free Lunch Program;
 - provide school supplies; and
 - begin to identify and remove other barriers to regular attendance, full participation and academic achievement.

The LEA should ensure that all decisions and notices are drafted using language and formatting appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or their parents or guardians who are English learners or whose dominant language is a language other than English, LEAs must provide translation and interpretation services in connection with all stages of the dispute resolution process, consistent with the requirements of the Equal Educational Opportunities Act and Title VI of the Civil Rights Act of 1964.

MVA - eligible schools include the child’s or youth’s school of origin, the school for which they are zoned for where they are staying at the time of enrollment, or any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

When the SHQ responses indicate that the child or youth is NOT LIKELY to be MVA eligible and the parent, guardian or UHY believes their child or the youth is eligible:

- Provide to the parent, guardian or UHY an explanation and justification (see sample forms in Appendix) of the determination of ineligibility based on the MVA definition of homelessness. Answer their questions and, unless they disagree, move forward in the placement process according to LEA policy.

When the parent, guardian or UHY disagrees with a determination that the student is not MVA eligible:

Florida McKinney-Vento Act Dispute Resolution Guide

- ☐ Refer the case to the LEA's homeless liaison, providing a description of the case and the steps taken.
- ☐ Note the Date of Referral.

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RECOMMENDED LEA-LEVEL PRACTICES FOR DETERMINING MVA ELIGIBILITY

TIMELINE: TWO DAYS*

- ☐ Talk to school staff regarding their initial assessment of eligibility per the provisions of the MVA. Take notes and confirm that your notes accurately reflect the rationale of the school staff.
- ☐ Review available case documentation provided by the school and consult with other relevant school and district staff as needed.
- ☐ Assure that staff recommended actions align with the provisions of the MVA and the LEA's homeless students policy regarding eligibility, and, if not, discuss with staff. If these corrections resolve the disagreement, then discontinue the dispute resolution process.
- ☐ Interview the parent, guardian or UHY regarding his or her eligibility rationale. Take notes and confirm that your notes accurately reflect the thoughts of the parent, guardian or UHY.
- ☐ Correct apparent parent, guardian or UHY misunderstanding of MVA provisions.
- ☐ If these corrections resolve the disagreement, then discontinue the dispute resolution process and continue per the resolution.
- ☐ If the disagreement continues, notify the school or LEA program to conduct a best interest analysis and prepare a written notice of determination for the parent, guardian, or UHY regarding the school's decision and the rationale for that decision (based on the MVA definition of homeless).

At any point in the process, the homeless liaison may request technical assistance from the State Coordinator. The parent or guardian or UHY may participate in a telephone call.

If the parent, guardian or UHY and school agree to abide by the homeless liaison's recommendation,

- ☐ Proceed according to the determination in a manner that assures little or no missed classroom time for the student.

If the parent, guardian or UHY or school does not agree with the homeless liaison's recommendation,

- ☐ Explain that the parent, guardian or UHY may appeal to the state coordinator for a final determination, and that they need to quickly initiate an appeal, verbally or in writing, and prepare a rationale for their child's or youth's eligibility.
- ☐ Explain that the parent, guardian or UHY can engage advocates to assist them in the preparation of an appeal and that the homeless liaison is available to assist in processing the appeal.
- ☐ When the parent, guardian or UHY files an appeal, 1) prepare and submit the appeal and related documentation by email to the state coordinator, and 2) attach the final local determination statement with the explanation given to the parent, guardian or UHY; related documents and contact information for the homeless liaison and parent, guardian or UHY; and provide copies of documents submitted to the parent, guardian or UHY.
- ☐ Enroll or place the child or youth immediately in the MVA-qualified school desired by the parent, guardian or UHY.

Date of enrollment: _____.

* Note that a child experiencing homelessness at enrollment in a choice school is eligible for transportation per LEA policy for that school (many LEAs do not provide transportation as part of their choice program); transportation to and from school remains the parent's responsibility unless otherwise stipulated in the school district's policies and procedures. When a student becomes homeless while enrolled in a choice school, the choice school becomes the student's school of origin and the student is eligible for transportation to and from the school and it is arranged or provided by the LEA (s.722(g)(1)(J)(iii)).

STATE-LEVEL MCKINNEY-VENTO DISPUTE RESOLUTION PROCESS FOR MVA ELIGIBILITY
TIMELINE: FIVE SCHOOL DAYS

The State Coordinator (SC) will:

- ☐ Inform the homeless liaison and the parent, guardian or UHY that an appeal has been received;
- ☐ Review the records and information submitted by the LEA and parent, guardian or UHY;
- ☐ Prepare the State Coordinator's Recommendation and Written Explanation;
- ☐ Provide the family and the homeless liaison with the final determination; and
- ☐ Note date of the final determination.

[†]State coordinator is the director of the Homeless Education Program or, if that position is vacant, the person designated by the chief of the Bureau of Federal Educational Programs.

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MVA SCHOOL SELECTION OR ENROLLMENT: DEFINITIONS AND AREAS OF DISPUTE

School Selection Related MVA Provisions	• An MVA-eligible child or youth may enroll in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend such as a magnet school, career and technical education program, virtual school, charter school, etc., as well as summer school, advanced placement, online learning, and school-sponsored clubs and athletics. s.722(g)(3)(A)(ii) and s.722(g)(1)(F)(iii) • An MVA-eligible child or youth has the right to be enrolled in the school of origin (the school the child or youth was attending when he or she was last permanently housed or the last school attended), including a preschool (s.722(g)(3)(I)(i)). • In determining the best interest of the child or youth, the LEA shall presume that keeping an MVA-eligible child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the parent, guardian or UHY. s.722(g)(3)(B)(i) • The MVA-eligible school selected by the parent or guardian or UHY is the school the child will go to unless the school or LEA can convince the parent or guardian or UHY that the school or LEA's preferred placement is in the child's or youth's best interest. s.722(g)(3)(B)(i) • Consider student-centered factors when determining what is in an MVA-eligible child's or youth's best interest. s.722(g)(3)(B)(ii) • The term "Receiving School" applies when the homeless child or youth completes the final grade level served by the school of origin as defined in s.722(g)(3)(I)(i) and the school of origin is now the designated receiving school at the next grade level for all feeder schools (s.722(g)(3)(I)(ii)). • The terms "enroll" and "enrollment" include attending classes and participating fully in school activities. s.725(1) • The selected school will immediately enroll an MVA-eligible child or youth, even if they are unable to produce records normally required for enrollment, e.g., previous academic records, records of immunization or other health records, proof of residency, or other documentation (s.722(g)(3)(C)(i)(I)) or have outstanding fees or fines (s.722(g)(1)(I)). • While the MVA requires a parent or guardian of a homeless child or youth to submit contact information (s.722(g)(3)(H)), for MVA purposes, a phone number is adequate. Nothing in the MVA prohibits a school or an LEA from asking about a homeless student's current accommodations, but an address cannot be required.
Decisions that are Disputable	<i>The LEA's "best interest" school placement determination is different from the placement choice of the parent, guardian, or unaccompanied homeless youth.</i> Eligible placement choices (s.722(g)(3)(A)): • School of origin: school which the student was attending when he or she became homeless or the last school attended before becoming homeless. • Zoned school: any public school that non-homeless students who live in the attendance area in which the homeless child or youth is actually living are eligible to attend. • Choice School: school which other children or youth residing in the area of the address at which the homeless student is staying are eligible to attend, e.g., school under the LEA's school choice program, magnet school, charter school, virtual school, or career and technical education program.* <i>Enrollment or participation in a school, educational program, or extracurricular activity is denied, even when the child or youth can be shown to have:</i> • been homeless, in that LEA's county, during the school's, or program's, application period, and missed the deadline (s.722(g)(3)(C)(i)(II)). • met the enrollment criteria for the desired school or program (s.722(g)(6)(A)(iii)); this also applies to advanced placement, online classes, extracurricular activities, etc. (s.722(g)(1)(F)(iii)). • not provided all enrollment documentation within 30 days (the MVA does not include a time limit on completing the enrollment process due to the student's homeless situation). • owed outstanding fees or fines at a previous school that delayed obtaining certain required enrollment documents (s.722(g)(1)(I)).

FEDERAL GUIDANCE RESOURCES

Guidance Resources

1. National Center for Homeless Education
 Issue Brief: *Guiding the Discussion on School Selection (Updated Spring 2014)*
https://nche.ed.gov/wp-content/uploads/2018/10/sch_sel_checklist.pdf
 Issue Brief: *Immediate Enrollment Under McKinney-Vento: How Schools Can Keep Homeless Students Safe*
https://nche.ed.gov/wp-content/uploads/2018/10/safe_sch.pdf
 Issue Brief: *Ensuring Full Participation in Extracurricular Activities for Students Experiencing Homelessness*
https://nche.ed.gov/wp-content/uploads/2018/10/extra_curr.pdf
2. U.S. Department of Education
 ESSA, Title IX, Part A, Non-Regulatory Guidance:
<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf>
3. *Best Interest Guide for School Selection* (see Appendix)

* Note that, per the MVA, a child experiencing homelessness at enrollment in a choice school is eligible for transportation per LEA policy for that school (many LEAs do not provide transportation as part of their choice program). A choice school for a student who becomes homeless while attending that school becomes the student's school of origin and the student is eligible for transportation to and from the school – arranged or provided by the LEA (s.722(g)(1)(J)(iii)).

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RECOMMENDED SCHOOL-LEVEL HOMELESS CONTACT PRACTICES FOR MVA SCHOOL SELECTION OR ENROLLMENT

TIMELINE: ONE SCHOOL DAY

- ☐ Make sure the child or youth is MVA eligible.
- ☐ Ask the parent, guardian or UHY for additional information to determine which schools the homeless child or youth is eligible to attend per the MVA.*
- ☐ Provide written information to the parent, guardian or UHY, in a manner they can understand (s.722(g)(3)(B)(iii)), about relevant provisions of the MVA:
 - the educational rights of children and youth who qualify for MVA benefits; and
 - the right to appeal, if they disagree with the school's determination of eligibility.
- ☐ Notify the LEA's homeless liaison and let the liaison know if the student is a UHY.
- ☐ Inform the parent, guardian or UHY that the student may 1) continue to attend their school of origin, 2) immediately enroll in the child's or youth's current zoned school, or 3) enroll in public schools for which other students in that zone are eligible to attend. If your school does not qualify, based on the information you have been provided, notify the parent, guardian or UHY and provide them with the address and phone number of the qualifying schools and the contact information for the LEA's homeless liaison.
- ☐ If your school qualifies as an MVA-eligible school for this student, make an initial determination of which eligible school is likely to be in the student's best interest, notify the parent, guardian or UHY of the enrollment determination, and ask if they have any questions. Answer their questions.

When a choice school is selected, determine if the child or youth qualifies for enrollment or requires an accommodation to enroll such as:

- ☐ they were staying in your county, but missed the enrollment deadline, because they were homeless during the application period and did not receive notice of the application period. Accept the enrollment application and consider the child's or youth's selection for enrollment as if the application had been submitted on time.
- ☐ not all enrollment documents are immediately available (cannot deny enrollment due to lack of documentation).
- ☐ had outstanding fees or fines that delayed obtaining certain required enrollment or qualifying documents (cannot deny enrollment due to outstanding fines).

When the parent, guardian or UHY and the school AGREE on the school:

- ☐ Ensure that the child or youth is immediately enrolled in the school or program and assign the student to classes.
- ☐ When the selected school is the student's school of origin, determine if the student is eligible for school of origin transportation and inform the parent, guardian or UHY of that eligibility.

When the parent, guardian or UHY and the school DISAGREE on the school selection or enrollment:

- ☐ Refer the case to the LEA's homeless liaison, providing a description of the case and the steps taken.
- ☐ Provide written information to the parent, guardian or UHY and review with them, in a manner that they can understand (usually in the form of a brochure):
 - the educational rights of children and youth who qualify for MVA benefits, including their right to remain at their school of origin with transportation, if requested by the parent, guardian or UHY, and if it is in the student's best interest; and
 - the right to appeal, if they disagree with the school's determination of eligibility.
- ☐ Note the date of referral._____.

When unsure whether the placement sought by the parent or guardian or UHY is in the child's or youth's best interest, use the attach-ed *McKinney-Vento Act Best Interest Determination for School Placement Worksheet* and share that information and have a discussion with the parent or guardian or UHY.

Ensure that all decisions and notices are drafted using language and formatting appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or their parents or guardians who are English learners or whose dominant language is a language other than English, LEAs must provide translation and interpretation services in connection with all stages of the dispute resolution process, consistent with the requirements of the Equal Educational Opportunities Act and Title VI of the Civil Rights Act of 1964.

A parent or UHY may also dispute the student's denial of enrollment and participation in a program or extracurricular activity. When a homeless student is otherwise eligible to participate in the program or activity, they must be treated as any non-homeless student who qualifies to participate.

McKinney-Vento enrollment is immediate (the day enrollment is sought) and includes being assigned to and attending classes or education-al programs, extracurricular activities, or school activities for which they qualify.

*Eligible schools for homeless students to enroll or attend: School of origin, zoned school for where the child or youth is actually living, magnet, charter, or other public schools that other children living in the attendance zone of the school for where the child or youth is actually living are eligible to attend (and they meet enrollment qualification, if any, and the enrollment would not put the school in jeopardy of breaking a state or federal capacity law), or a public virtual school. (ESSA, Title IX, Part A, s.722(g)(3))

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RECOMMENDED LEA-LEVEL HOMELESS LIAISON PRACTICES FOR MVA SCHOOL SELECTION OR ENROLLMENT

TIMELINE: TWO SCHOOL DAYS

- ❑ Confirm that the school selected by the school staff and the parent, guardian or UHY is considered an eligible MVA school. If necessary, contact the parent, guardian or UHY or school contact to make sure they understand the choices. If this resolves the disagreement, then discontinue the dispute resolution process and proceed accordingly.
- ❑ Talk to school staff regarding their initial assessment of school placement per the best interest provisions of the MVA (see *McKinney-Vento* Best Interest Determination for School Placement Worksheet in Appendix); take notes and confirm that your notes accurately reflect the rationale of the school staff.
- ❑ Review available case documentation provided by the school and consult with other relevant school and district staff, as needed.
- ❑ Assure that staff recommended actions align with the provisions of the MVA and the LEA's homeless students policy regarding eligibility, and, if not, discuss with staff. If these corrections resolve the disagreement, then discontinue the dispute resolution process.
- ❑ Talk to the parent, guardian or UHY regarding their school selection rationale. Take notes and confirm that your notes accurately reflect the thoughts of the parent, guardian or UHY.
- ❑ Correct any apparent parent, guardian or UHY misunderstanding of MVA provisions. If these corrections resolve the disagreement, then discontinue the dispute resolution process and continue per the resolution.

Be sure that both parties understand that 1) the MVA "presumes" that keeping the child in the school of origin is in the best interest of the child and 2) the child or youth will be enrolled in the eligible school selected by the parent, guardian or UHY for the duration of the Dispute Resolution Process.

If, at any point after initially wanting to dispute the homeless liaison's determination, the parent, guardian or UHY decides not to continue the dispute, carry out the LEA's recommendation.

If the parent, guardian or UHY and school AGREE on the school placement:

- ❑ Proceed according to the determination in a manner that assures little or no missed classroom time for the student.

If the parent, guardian or UHY or school DO NOT AGREE with the homeless liaison's determination:

- ❑ If the disagreement continues, instruct the school or LEA program to conduct a best interest analysis (see Appendix A) and prepare a written notice of determination for the parent, guardian or UHY regarding the school's decision and the rationale for that decision (see Appendix B).
- ❑ Provide a dated written notice (see Appendices) of the final local school selection determination and explain to the parent, guardian or UHY in a language and manner that the parent, guardian or UHY can understand.
- ❑ Complete additional local appeals per the LEA's MVA dispute resolution process.

When all local appeals have been exhausted:

- ❑ Explain that the parent, guardian or UHY may appeal to the State Coordinator for a final determination and that they need to notify you, verbally or in writing, and prepare a verbal or written rationale for how their school selection is in their child's or youth's best interest; explain that the parent, guardian or UHY can engage advocates to assist them in the preparation of an appeal and that the homeless liaison is available to assist in preparing their appeal.
- ❑ If they choose not to pursue the appeal, then proceed per the school's or program's determination.
- ❑ When the parent, guardian or UHY files an appeal, prepare and submit the documentation by email to the State Coordinator; attach the final local determination statement with the explanation given to the parent, guardian or UHY, related documents, and contact information for the homeless liaison and parent, guardian or UHY; and provide copies of submitted documents to the parent, guardian or UHY, and provide the parent, guardian or UHY with the State Coordinator's contact information.
- ❑ Enroll or place the child or youth immediately in the parent's or UHY's desired MVA-eligible school.
- ❑ Note the date of enrollment.

STATE-LEVEL DISPUTE RESOLUTION PROCESS FOR MVA SCHOOL SELECTION OR ENROLLMENT

TIMELINE: FIVE SCHOOL DAYS

The State Coordinator (SC) will:

- ☐ Inform the homeless liaison and the parent, guardian or UHY that an appeal has been received;
- ☐ Review the records and information submitted by the LEA and parent, guardian or UHY;
- ☐ Prepare the State Coordinator's Recommendation and Written Explanation;
- ☐ Provide the family and the homeless liaison with the final determination; and
- ☐ Note date of the final determination.

[†]State coordinator is the director of the Homeless Education Program or, if that position is vacant, the person designated by the chief of the Bureau of Federal Educational Programs.

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APPENDICES: DISPUTE RESOLUTION RELEVANT FORMS

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Appendix A

Directions for Completing the McKinney-Vento Act Written Explanation of Eligibility or School Selection or Enrollment Dispute Decision

Under the McKinney-Vento Act (MVA) as amended by the *Every Student Succeeds Act* (Title IX, Part A, of P.L.114-95), issues may be disputed and must be documented with a written explanation whenever there is a disagreement between the school and a parent or guardian or unaccompanied homeless youth (UHY) who is seeking MVA rights and services:

- Eligibility –a parent or guardian or UHY claims homelessness, per s.725(2), and the school disputes that the living situation meets the McKinney-Vento definition; and
- School Selection or Enrollment – per s.722(g)(3)(A)(ii) and (iii), the parent, guardian or UHY and school disagree about which school the student should attend:
 - a school of origin;
 - the school of residency; or
 - another school that students in the attendance area are eligible to attend.

The written explanation form provides the basic information that should be included. To complete the form:

- Check the box for confirming the dispute of eligibility or school selection or enrollment (only one box can be checked).
- Add the name of the person to whom you are providing the explanation and the student(s) included in the decision.
- Explain the reasoning for the determination. For the dispute of eligibility, explain why the living situation does not meet the MVA definition, including any facts, witnesses and evidence relied upon and their sources. For a dispute of school selection or enrollment, explain which placement is in the student's best interest.
- Include a date by which the parent, guardian or UHY must notify the liaison that an appeal is desired. This should be based on your local dispute resolution process.
- Provide the name and contact information for the liaison and the person completing the form, if different.
- If the parent or guardian or UHY has access to email, the notice should be provided electronically and followed by a written explanation provided in person or sent by mail.

This form can be modified to ensure that all decisions and notices are drafted using language and formatting appropriate for low-literacy or limited-vision readers, individuals with disabilities, and English language learners.

When the liaison receives an appeal, provide the local dispute resolution process and the appropriate state dispute resolution process to the parent, guardian or UHY. If the appeal is done verbally, complete the second page of the McKinney-Vento Act Written Explanation of Eligibility or School Selection or Enrollment Dispute Decision form for the person appealing. Provide the state coordinator with copies of the written explanation and appeal, subsequent correspondence, and a copy of the LEA's school choice policy, if the "Another school" box is checked, to ensure the state coordinator has the information needed to assist should the decision be appealed to the state level.

Appendix A

Written Explanation of Eligibility or School Selection of Enrollment Dispute Decision

Date of LEA's Determination: _____

This notice is provided to:

Name of Parent, Guardian or Unaccompanied Homeless Youth (UHY): _____

Names of Student(s) for this determination: _____

In compliance with s.722(g)(3)(B)(iii) and 722(g)(3)(E) of the McKinney-Vento Act (MVA) as amended by the *Every Student Succeeds Act* (Title IX, Part A of P.L.114-95), the following written notification addresses denial of a request for (check one):

- ☐ Eligibility: the student's living situation does not meet the homeless definition in the MVA for related services and benefits.
- ☐ School Selection: the school or school district determined that immediate enrollment in the following school is in the best interest of this child or youth (check one):

Name of school of origin: _____

Name of school of current residency: _____

Name(s) of other school(s) that students in the attendance area are eligible to attend:

This determination was based upon:

Determination Implementation Date: _____.

You have the right to appeal this decision to the school district's homeless liaison. To initiate the dispute process, submit the second page of this notice to the school district's homeless liaison or contact the liaison by phone before the Determination Implementation Date noted above. The liaison will provide you with the details of the dispute resolution process, once an appeal is made.

Homeless Liaison's Name:

Title:

Phone Number: _____ Email: _____

Person Completing Form:

Title:

School:

School District:

A copy of this form was provided to me:

Signature of Parent, Guardian or UHY

Date

Appendix A

McKinney-Vento Act

Written Explanation of Eligibility or School Selection or Enrollment Dispute Decision

If you disagree with this determination:

- Make an appeal to the school district's homeless liaison verbally or in writing, exercising the listed student's right to enroll immediately in the school of selected by the parent, guardian or UHY (based on options provided in the MVA), pending resolution of the dispute.
- Explain your disagreement verbally or in writing by completing this form.
- Notify the homeless liaison if you are an English language learner, use a native language other than English, or need additional support because of a disability.
- You may seek the assistance of others in explaining your case.
- You may contact the Florida Department of Education State Coordinator for the education of homeless students and youths at 850-245-9964 to discuss this determination.

The information below should be completed by the parent or guardian, or unaccompanied homeless youth, with assistance, if necessary, to begin an appeal if there is disagreement with the determination.

This information may be shared by completing this form or speaking with the homeless liaison.

1. Date the homeless liaison was contacted to initiate the appeal:
☐ by phone ☐ in person ☐ by email ☐ dropped off at the liaison's office
☐ other (explain):
2. Name(s) of Student(s):
3. Person Completing Form:
4. Relationship to Student(s):
5. I may be contacted at (phone or email):
6. I wish to appeal the decision made by _____ (name of school or program).
7. I have been provided with (check all you have received):
☐ a written explanation of the school placement determination
☐ contact information for the local homeless liaison
☐ information about the MVA appeals process
8. Provide a written explanation in this space to support your appeal (attach additional pages, if necessary):

Respectfully Submitted

Signature of Parent, Guardian or UHY

Date

Appendix A

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McKinney-Vento Act Best Interest Determination for School Placement Worksheet

Name(s) of Student(s):

Date:

Name of Parent or Guardian:

Phone #:

Address:

Person completing the worksheet:

Phone #:

Individuals consulted while making this best interest determination for school placement:

Housing Stability: Housing History Table

1. What is the history of student's housing? When was housing originally lost? What were the circumstances? What are the barriers to maintaining housing; (e.g., history of evictions, multiple doubled-up arrangements)?	
2. Based on the knowledge of the family's or unaccompanied homeless youth's (UHY) situation, how long is it likely that the family or youth will remain at the current residence?	
3. What is the likelihood that this family or UHY will once again establish residency in the attendance area of the school of origin?	

Education Stability: Education History Table

Prior School(s) and School District(s)	Grade Level(s)	Dates of Attendance	Living Arrangement at the Time

Placement Determination/Preference Table

	Placement Determination/Preference	Rationale
School and LEA		
Parent or Guardian or UHY		

Appendix B

If, after considering this information, a disagreement on school placement remains, conduct a full best interest analysis.

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Appendix C

Checklist for Comparing School Selection Options for Homeless Children and Youth

In each row of the table below, check the box that best reflects the circumstances of the child or youth. At the bottom of the form, and on the back if necessary, provide details for the best interest profile. Share the completed checklist with the parent, guardian or UHY and answer their questions.

School of Origin (SOO) Considerations		Other MVA-Eligible School Considerations	
☐	Presumption that remaining in SOO is in student's best interest.		
☐	Parent prefers to enroll student in the SOO.	☐	Parent prefers to enroll student in zoned school.
☐	Student attended the SOO for at least one full school semester.	☐	Student attended the SOO for less than one full school semester.
☐	School year is in the 2nd semester.	☐	School year is in the 1 st semester.
☐	Student has siblings who are enrolled in the SOO.	☐	Student has siblings who are enrolled in the zoned school.
☐	Student has strong, positive peer attachments.	☐	Student has few positive peer attachments.
☐	Student has strong attachments to teachers or other school staff.	☐	Student has poor or few attachments to teachers or other school staff.
☐	Student has a record of good academic performance at SOO.	☐	Student has a record of poor academic performance at SOO.
☐	Student has a record of less than 10% days absent at SOO.	☐	Student has a record of more than 10% days absent at SOO.
☐	Student has a record of no or low discipline incidents at SOO.	☐	Student has a record of moderate or frequent discipline incidents at SOO.
☐	School curricula are different or at a significantly different pace at zoned school.	☐	School curricula are the same or similar and at a similar pace at SOO.
☐	Zoned school does not offer all classes student needs to graduate, but SOO does.	☐	Zoned school offers classes student needs to graduate.
☐	Student is involved in special programs at the SOO that are not offered at the zoned school.	☐	Student is involved in special programs at the SOO that are also offered at the zoned school.
☐	Student has a record of low housing stability.	☐	Student has a record of high housing stability.
☐	Estimated travel time is within state age-adjusted standards.	☐	Estimated travel time is longer than state age-adjusted standard.
☐	Specific safety concerns exist related to zoned school attendance.	☐	Specific safety concerns exist related to continued SOO attendance.

Notes:

Appendix D

Student Housing Questionnaire

This survey is intended to address the requirements of the Every Student Succeeds Act of 2015. The answers to questions below will assist us in determining if your student may qualify for additional educational support services.

SECTION A: HOUSING IS FIXED, REGULAR AND ADEQUATE

- I currently RENT/OWN my home OR
 - I live with someone by choice (not due to financial hardship)
- ☐ If either of these boxes is checked, please stop here.

SECTION B: HOUSING IS NOT FIXED, REGULAR AND ADEQUATE

PLEASE PLACE AN "X" IN THE APPROPRIATE BOX

- My family lives in an emergency or transitional shelter or FEMA trailer. (A)
- My family is sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; doubled-up. (B)
- My family is living in a car, park, temporary trailer park or campground due to lack of alternative adequate accommodations, public space, abandoned building, substandard housing, bus or train station, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings or similar setting. (D)
- My family lives in a hotel or motel. (E)

CAUSE OF YOUR CURRENT LIVING ARRANGEMENT

- Mortgage Foreclosure (M)
- Natural Disaster-Type: _____
- Other-i.e., lack of affordable housing, long-term poverty, unemployment or underemployment, lack of affordable health care, mental illness, domestic violence, forced eviction, etc. (O)

SECTION C: STUDENT INFORMATION Students Currently Enrolled in a Clay County District Schools

PLEASE PRINT VERY CLEARLY, COMPLETE ONE PER FAMILY, and return the survey to you School Registrar.

First Name	MI	Last Name	Birth Date	Grade	School
_____	_____	_____	_____	_____	_____
First Name	MI	Last Name	Birth Date	Grade	School
_____	_____	_____	_____	_____	_____
First Name	MI	Last Name	Birth Date	Grade	School
_____	_____	_____	_____	_____	_____
First Name	MI	Last Name	Birth Date	Grade	School
_____	_____	_____	_____	_____	_____

Parent or Guardian Name: _____ BEST Contact Number: _____
Current Street Address _____
Length of time at this TEMPORARY address: _____ YEARS _____ MONTHS
Former Address: _____

SECTION D: UNACCOMPANIED YOUTH

- Student is living with an adult that is not a parent or legal guardian.

Caregiver Name: _____
Relationship to Student: _____

- Student is living alone without an adult.

How long has student been living alone? _____

The undersigned certifies that the information provided is accurate.

Signature of Parent/Legal Guardian OR Unaccompanied Youth _____

Date _____

Florida Statutes 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

Directions for school staff: For forms with completed SECTIONS B-D, please fax a copy of Survey to (904)336-1279 for Service Assessment.
STD-1-2453 E. 6/30/20

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School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C8 - 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

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C9 - Deletion of Certain Items Report - September, 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 August, 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 - September, 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-September, 2020.pdf](#)

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 09/30/2020

<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>
LCTN 0021 GREEN COVE SPRINGS JUNIOR HIGH							
Surplus Sale	00052781	SHAMPOOER/EXTRACTOR: CLARKE 77	Furniture,Fixtures & Equipment	05/15/1992	09/01/2020	1,275.00	1,275.00
						1,275.00	0.00
LCTN 0071 CHARLES E BENNETT ELEMENTARY							
Junk/Parts	12000186	COPIER: DIGITAL - RICOH M6001	Furniture,Fixtures & Equipment	10/27/2011	09/01/2020	6,412.00	6,412.00
						6,412.00	1,275.00
LCTN 0232 GROVE PARK ELEMENTARY							
Junk/Parts	00061924	ICE MACHINE:SCOTSMAN W/BIN	Furniture,Fixtures & Equipment	03/25/1996	09/01/2020	2,913.00	2,913.00
Surplus Sale	00087190	BURNISHER: 21 " FLOOR W/4 GL T	Furniture,Fixtures & Equipment	05/25/2006	09/01/2020	1,060.50	1,060.50
Junk/Parts	13000453	ICE MACHINE: MODULAR PEARL-ICE	Furniture,Fixtures & Equipment	02/28/2013	09/01/2020	3,008.54	2,722.01
						6,982.04	10,385.50
LCTN 0252 ORANGE PARK HIGH							
Junk/Parts	00060246	SYSTEM SECURITY: 3M	Furniture,Fixtures & Equipment	11/01/1995	09/01/2020	10,369.00	10,369.00
Surplus Sale	00084752	LAPTOP: LATITUDE - DELL D505 P	Furniture,Fixtures & Equipment	06/09/2005	09/01/2020	1,497.87	1,497.87
Surplus Sale	10001321	LAPTOP - DELL LATITUDE E6400	Furniture,Fixtures & Equipment	03/25/2010	09/01/2020	1,070.64	1,070.64
Surplus Sale	12000115	LAPTOP - DELL LATITUDE E6420	Furniture,Fixtures & Equipment	09/08/2011	09/01/2020	1,060.43	1,060.43
Surplus Sale	12000225	LAPTOP - DELL LATITUDE E6420	Furniture,Fixtures & Equipment	12/15/2011	09/01/2020	1,060.43	1,060.43
Surplus Sale	13000003	LAPTOP - DELL LATITUDE E6420	Furniture,Fixtures & Equipment	08/09/2012	09/01/2020	1,023.65	1,023.65
Surplus Sale	14100086	LAPTOP - DELL LATITUDE E6430	Furniture,Fixtures & Equipment	09/12/2013	09/01/2020	1,025.70	1,025.70
						17,107.72	18,804.03
LCTN 0331 S BRYAN JENNINGS ELEMENTARY							
Surplus Sale	00080411	MOWER: 48" 20HP ARIENS	Furniture,Fixtures & Equipment	12/18/2003	09/01/2020	3,699.00	3,699.00
						3,699.00	1,025.70
LCTN 0341 CLAY HIGH SCHOOL							
Surplus Sale	00095140	CHASSIS/MONITOR/KEYBOARD - DEL	Furniture,Fixtures & Equipment	09/11/2008	09/01/2020	1,138.30	1,138.30
						1,138.30	3,699.00
LCTN 0371 WILKINSON JUNIOR HIGH							
Junk/Parts	12000666	DISPLAY:FLOOR SWINGING PANEL-B	Furniture,Fixtures & Equipment	06/07/2012	09/01/2020	1,024.99	1,024.99
						1,024.99	1,138.30
LCTN 0411 CLAY HILL ELEMENTARY							
Surplus Sale	00093717	CHASSIS/MONITOR/KEYBOARD - DUA	Furniture,Fixtures & Equipment	06/14/2007	09/01/2020	1,207.80	1,207.80

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 09/30/2020

<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>
Surplus Sale	00093708	CHASSIS/MONITOR/KEYBOARD - DUA	Furniture,Fixtures & Equipment	06/14/2007	09/02/2020	1,207.80	1,207.80
						2,415.60	2,232.79
LCTN 0501 TYNES ELEMENTARY							
Surplus Sale	00058354	REFRIGERATOR:REACH-IN HOBART	Furniture,Fixtures & Equipment	05/17/1994	09/01/2020	2,599.00	2,599.00
						2,599.00	1,207.80
LCTN 0511 MCRAE ELEMENTARY							
Surplus Sale	13100478	LAPTOP - DELL LATITUDE E6430	Furniture,Fixtures & Equipment	04/11/2013	09/01/2020	1,025.70	1,025.70
						1,025.70	2,599.00
LCTN 0531 THUNDERBOLT ELEMENTARY							
Junk/Parts	00065943	SYSTEM:GRASSHOPPER	Furniture,Fixtures & Equipment	06/29/2000	09/01/2020	1,499.90	1,499.90
Junk/Parts	00065944	SYSTEM:GRASSHOPPER	Furniture,Fixtures & Equipment	06/29/2000	09/01/2020	1,499.90	1,499.90
Junk/Parts	00072697	SITTER:XLARGE MOBILE FLOOR BAS	Furniture,Fixtures & Equipment	04/16/1998	09/01/2020	1,162.53	1,162.53
Junk/Parts	00074117	BOARD:CONFIGURED SUPINE W/ACCE	Furniture,Fixtures & Equipment	03/23/2000	09/01/2020	1,525.00	1,525.00
Junk/Parts	00074119	BOARD:CONFIGURED SUPINE W/ACCE	Furniture,Fixtures & Equipment	03/23/2000	09/01/2020	1,525.00	1,525.00
Junk/Parts	00078098	CHAIR:RIFTON LARGE	Furniture,Fixtures & Equipment	04/10/2003	09/01/2020	1,158.00	1,158.00
Junk/Parts	00082210	BOARD:SUPINE 51 " - RIFTON E40	Furniture,Fixtures & Equipment	10/28/2004	09/01/2020	1,516.00	1,516.00
						9,886.33	9,396.03
LCTN 0611 OAKLEAF JUNIOR HIGH							
Surplus Sale	00087195	SCRUBBER: FLOOR AUTOMATIC, BAT	Furniture,Fixtures & Equipment	06/22/2006	09/01/2020	2,995.00	2,995.00
Surplus Sale	00087198	SCRUBBER: AUTOMATIC FLOOR 24V	Furniture,Fixtures & Equipment	06/28/2006	09/01/2020	4,592.00	4,592.00
Surplus Sale	00087199	SCRUBBER: AUTOMATIC FLOOR 24V	Furniture,Fixtures & Equipment	06/28/2006	09/01/2020	4,592.00	4,592.00
						12,179.00	9,103.00
LCTN 0661 OAKLEAF HIGH SCHOOL							
Surplus Sale	10001599	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	06/10/2010	09/02/2020	1,070.64	1,070.64
Surplus Sale	11000045	C/M/K - DELL OPTIPLEX 980	Furniture,Fixtures & Equipment	08/26/2010	09/02/2020	1,589.58	1,589.58
Surplus Sale	11000064	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000067	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000071	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000075	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000081	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000082	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000083	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 09/30/2020

<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>
Surplus Sale	11000096	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000098	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000113	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000114	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000119	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000123	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
Surplus Sale	11000127	LAPTOP - DELL LATITUDE E6410	Furniture,Fixtures & Equipment	09/23/2010	09/02/2020	1,093.59	1,093.59
						17,970.48	21,468.89
<u>LCTN</u> <u>9004</u> <u>STUDENT SERVICES</u>							
Junk/Parts	12000604	COPIER: DIGITAL - RICOH MP5002	Furniture,Fixtures & Equipment	04/12/2012	09/02/2020	6,131.00	6,131.00
						6,131.00	1,093.59
<u>LCTN</u> <u>9005</u> <u>EXCEPTIONAL STUDENT EDUCATION</u>							
Surplus Sale	12000092	LAPTOP - DELL LATITUDE E6420	Furniture,Fixtures & Equipment	10/13/2011	09/02/2020	1,157.27	1,157.27
						1,157.27	6,131.00
<u>LCTN</u> <u>9007</u> <u>K12 ACADEMIC SERVICES</u>							
Junk/Parts	15000494	LAPTOP: MACBOOK AIR - APPLE MD	Furniture,Fixtures & Equipment	09/11/2014	09/02/2020	1,332.00	1,332.00
						1,332.00	1,157.27
<u>LCTN</u> <u>9009</u> <u>SCH IMPROVEMENT & PROF DEVEL</u>							
Junk/Parts	16000621	IMAC: APPLE 21.5 " MK452LL/A"	Furniture,Fixtures & Equipment	05/12/2016	09/02/2020	1,518.00	1,518.00
						1,518.00	1,332.00
<u>LCTN</u> <u>9110</u> <u>FOOD & NUTRITION SERVICES</u>							
Junk/Parts	00086811	WARMERS: HEATED CABINETS/WHEEL	Furniture,Fixtures & Equipment	05/24/2006	09/02/2020	2,424.50	2,424.50
						2,424.50	1,518.00

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 09/30/2020

<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	
96,277.93		0.00	0.00	0.00	96,277.93	93,566.90

Note:AUGUST 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

October 1, 2020 - Regular School Board Meeting

Title

C10 - BID to be Awarded

Description

Award BID as required per FS 287, DOE 6A-1.012 and School Board Policy

a. HVAC Test and Balance - County Wide Bid #20-MA-318: Contract Period is for a three (3) year period from December 1, 2020 through November 30, 2023 with the option to renew for additional contract periods upon mutual agreement, in writing. Bid established for the purchase of qualified labor, equipment and supervision to perform HVAC Test and Balance Services at School Board facilities. The single responsive bid was evaluated by the Purchasing Director and was determined that the sole bid is in-line with the current market. The vendor awarded is the only bidder meeting specifications.

Gap Analysis

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

Previous Outcomes

Prior Board approved Bid 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 vendor 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. HVAC Test and Balance - County Wide Bid #20-MA-318:

-LFG Services, Inc. dba the SMI Group, 10950-60 San Jose Blvd., Suite 330, Jacksonville, FL 32223

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

a. HVAC Test and Balance - County Wide Bid #20-MA-318: Estimated \$120,000.00 for contract term from General Revenue

Review Comments

Attachments

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C11 - Substantial and Final Completion of Wilkinson Elementary School Fire Alarm Replacement

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 Architect/Engineer, has reached Substantial Completion on August 13, 2020 and Final Completion on September 1, 2020, in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Substantial and Final Completion.

Contact

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

None.

Review Comments**Attachments**

- 🔗 [WES Fire Alarm Substantially Complete.pdf](#)
- 🔗 [WES Fire Alarm Substantial Inspection.pdf](#)
- 🔗 [Wilkinson F A Final Complete_ \(1\).pdf](#)

Clay County District Schools 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: Fire Alarm Replacement

School: Wilkinson Elementary School

SDCC Project Number: C-13-19/20

OEF Project Number: N/A

Project Engineer: Haddad Engineering, Inc

Project Contractor: T&M Electric of Clay County, LLC

Date of Substantial Completion: August 13, 2020

Daniel Newton
Signature: Contractor

Date: 8/13/2020

Nawin Haddad
Signature: Engineer

Date: 8/13/2020

MP A J
Signature: Project Manager

Date: 8/13/2020

Ed Sweetland
Signature: Code Enforcement

Date: 8-13-20

Clay County District Schools Substantial Inspection Report

Project Name: Fire Alarm Replacement
 SDCC Project Number: C-13-19/20
 OEF Project Number: N/A
 School/Campus: Wilkinson Elementary School
 Contractor: T&M Electric of Clay County, LLC
 Architect/Engineer: Haddad Engineering, Inc
 Inspection Date: August 13, 2020
 Inspected By: Tod Sweatland & James Krajewski
 Accompanied by: Namir Haddad

A. Threshold Building included in project: ☐ Yes ☒ No
 (If yes, has the District received the letter of certification from the Threshold Inspector?)

B. Systems and Areas Inspected (as appropriate):

☒ Fire Alarm and Detectors	☐ Fire Hydrant Test
☒ HVAC Shut-down	☐ Elevator Certification
☐ Inter-Com System	☐ Well Certification/Test
☐ Signage	☐ Water Certification/Test
☐ Emergency Power Shut-down	☐ Kitchen Hood Certification
☐ Emergency Generator Operation	☐ Fire Sprinkler Certification
☐ Emergency Lighting	☐ Lift Station Test
☐ Exiting & Exit Lights	☐ HVAC Test & Balance
☐ Glazing	☐ Carpet Certification/Test
☐ Fire Extinguishers	☐ DEP Certification/Clearance
☐ Toilet Facilities	☐ SJRWMD Inspection/Clearance
☐ Food Preparation	☐ Safety Conditions Interior
☐ Site Lighting	☐ Safety Conditions Exterior
☐ Site Parking	

Daniel Newton

Signature: Contractor

Date: 8/13/2020

Namir Haddad

Signature: Architect/Engineer

Date: 8/13/2020

M.A.S.

Signature: Project Manager

Date: 8/13/2020

Tod Sweatland

Signature: Code Enforcement

Date: 8-13-20

Clay County District Schools Final Completion Inspection and Report

Date: September 1, 2020

SDCC Project No: C-13-19/20

Project Name: Fire Alarm Replacement - WES

Contractor: T&M Electric of Clay County, LLC

Architect/Engineer: Haddad Engineering, Inc

SDCC Project Manager: Jeffery Marks

- A. All deficiencies identified as the final punch list have been identified, and a list is attached: ☐ Yes ☒ No – All deficiencies corrected on the spot
- B. The following items (as identified within the Project Manual) must be received in accordance with project specifications before a Certificate of Final Completion will be issued:

X Application for Payment

X Consent of Surety to Final Payment

NA Extra Materials (when specified)

X Warranties and Bonds

X Completion of Architect/Engineer Punch List

NA Test and Balance Reports (if applicable)

NA Other Certifications, as required:

1. Asbestos

5. Clearance letter from Dept. Of Environmental Protection (DEP)

2. Carpet

6. Storm Water

3. Lead

7. Toxic Substances

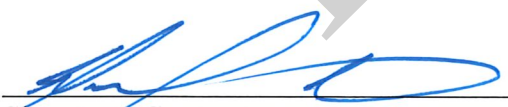
4. Bacteriological

X As-Built Drawings

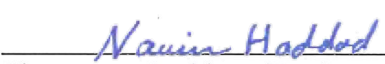
NA Maintenance and Operations Manuals

X Keys accepted

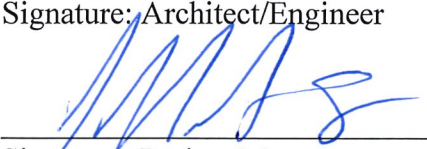
 Other (Explain)


Signature: Contractor

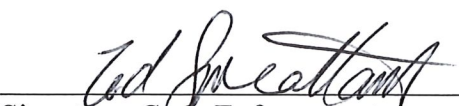
Date: 8-4-20


Signature: Architect/Engineer

Date: 9/11/2020


Signature: Project Manager

Date: 9/4/2020


Signature: Code Enforcement

Date: 9-4-20

Clay County District Schools Certificate of Final Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached final completion and has been constructed in accordance with said documents.

Project Title: Fire Alarm Replacement

School: Wilkinson Elementary School

SDCC Project Number: C-13-19/20

OEFIS Project Number: NA

Project Engineer: Haddad Engineering, Inc

Project Contractor: T&M Electric of Clay County, Inc

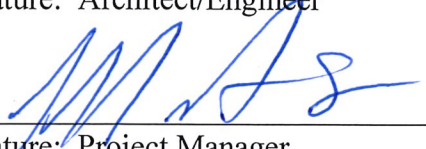
Date of Final Completion: September 1, 2020


Signature: Contractor

Date 9-4-20


Signature: Architect/Engineer

Date 9/11/2020


Signature: Project Manager

Date 9-4-2020


Signature: Code Enforcement

Date 9-4-20

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C12 - County-Wide Professional Mechanical/Electrical Engineering Services Contract Award

Description

The selection was conducted in accordance with Florida Statute 287.055. The project was advertised for three consecutive weeks with The Clay Today. Six (6) firms submitted proposals. Selection Committee members were Bryce Ellis, Assistant Superintendent for Operations, David Kramer, Project Manager, Jeff Marks, Project Manager, and Ashley Gilhousen, Board Member. As a result of interviews and after due consideration, the Selection Committee recommends the following firms listed below be selected for a period of 1 year with the option for renewal as listed in alphabetical order:

- Graef
- H2 Engineering
- Haddad Engineering, Inc.
- Mitchell Gulledge Engineering, Inc.
- TLC Engineering Solutions

Gap Analysis

N/A

Previous Outcomes

Awarding a continuing contract for Professional Mechanical/Electrical Engineering Services authorizes a firm or individual to proceed with School Board projects not exceeding a specified monetary value specified in Board Policy for a period of one year. The appointments may be extended for an additional period if agreeable to the School Board and the mechanical/electrical firm(s). The appointed mechanical/electrical firm shall be available to design, manage, and inspect any School Board projects under the authorized limit without having to bid against other firms.

Expected Outcomes

This contract allows for more efficient project schedules, which subsequently provides a timelier project completion. The appointed mechanical/electrical engineering firm(s) shall be available to design, manage, and inspect any projects under the authorized limit.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approval of continuing contracts for Professional Services with the following Mechanical/Electrical Engineering firms: Graef, H2 Engineering, Haddad Engineering, Inc., Mitchell Gulledge Engineering, Inc., and TLC Engineering Solutions.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Jeff Marks, Project Manager, (904) 336-6849, jeffery.marks@myoneclay.net

Financial Impact

All funding necessary for the Mechanical/Electrical fees resulting from this contract are budgeted within the Educational Facilities Plan. Fiscal impact will be based on the budget of the individual projects.

Review Comments

Attachments

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C13 - Tynes Elementary School New Classroom Addition 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 September 9, 2020 at 2:30 p.m. The project had four (4) bidders which met the bid requirements.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction of a new classroom addition.

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 Core Construction Company, the low bidder meeting specifications the base bid in the amount of \$2,530,000.00.

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**

📎 [TES Classroom Addition Bid Tab.pdf](#)

Tynes Elementary School
New Classroom Addition
CCSD Project # C-29-19/20
Bid Tabulation

Bid Opening Date - 09/09/2020; 2:30 pm
BHIDE & HALL ARCHITECTS, P.A.
BH Project No. 202003

Bid Opening Location:
Purchasing Conference Room
800 Center Street
Green Cove Springs, FL 32043

Opened by: Bertie Stamp
Tabulated by: AQ Kelly
Posted by: Julie Mandala
Witnessed by: J Kelly Moran
Time/Date: 10:40am 9/11/20

CONTRACTOR	PRE-QUAL	PRE-BID MTG	BID PROPOSAL	BID BOND	LIST OF SUBS	PECS	TRENCH SAFETY	ADDENDA				BASE BID	TOTAL
								#1	#2	#3	#4		
Gary S. Baily, Inc.	✓	✓											
Core Construction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2,530,000	2,530,000
CPPI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2,799,007	2,799,007
E. Vaughan Rivers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2,710,000	2,710,000
F&G Construction Scorpio	✓	✓											
Construction, Inc.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	2,579,007	Not qualified. No bid bond.
Thomas May Construction Co.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2,750,000	2,750,000

NOTE: Any actual or prospective bidder who disputes the reasonableness or competitiveness of terms and conditions of the invitation to Bid or contract award recommendation shall file a Notice to Protest with Superintendent of Schools within 72 hours of receipt of bid solicitation or posting of the bid tabulation with recommendation and must file a formal written protest within ten (10) days following the filing of Notice to Protest. Failure to observe such timelines will constitute a waiver of proceedings and of right to protest - Chapter 120, Florida Statutes. The School Board requires a protestor to post bond in accordance with Florida Statutes, Section 255.0516 F.S. refer to Specification Section 00100, Part 27 - Bid Protest for additional requirements.

RECOMMENDATION: Award the construction contract to the low bidder meeting specifications Core Construction for a base bid of \$ 2,530,000.00.

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C14 - Final Completion of Doctors Inlet Elementary School Cafeteria Expansion

Description

Establish a 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, Project Architect, and Building Official, has reached Final Completion on September 2, 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 Final Completion.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net;
David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

None

Review Comments**Attachments**

📎 [DIS Final Completion.pdf](#)

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: Cafeteria Expansion

School: Doctors Inlet Elementary

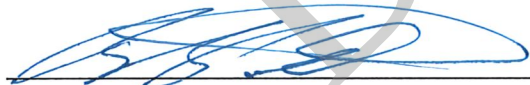
SDCC Project Number: C-7-18/19

OEFIG Project Number: n/a

Project Architect :Brian Boatright

Project Contractor: F&G Construction

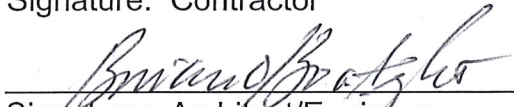
Date of Final Completion: 9-2-2020



Signature: Contractor

9-2-2020

Date



Signature: Architect/Engineer

9-2-2020

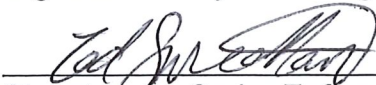
Date



Signature: Project Manager

9-2-2020

Date



Signature: Code Enforcement

9-2-20

Date

Clay County District Schools

Final Completion Inspection and Report

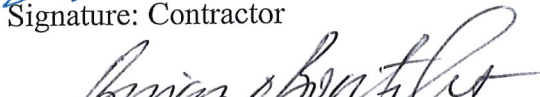
Date: 9-2-2020
SDCC Project No: C-7-18/19
Project Name: DIS Cafe Expansion
Contractor: F&G Construction
Architect/Engineer: Brian Boatright
SDCC Project Manager: David Kramer

- A. All deficiencies identified as the final punch list have been identified, and a list is attached: ☒ Yes ☐ No
- B. The following items (as identified within the Project Manual) must be received in accordance with project specifications before a Certificate of Final Completion will be issued:
- ☒ Application for Payment
 - ☒ Consent of Surety to Final Payment
 - ☒ Extra Materials (when specified)
 - ☒ Warranties and Bonds
 - ☒ Completion of Architect/Engineer Punch List
 - ☒ Test and Balance Reports (if applicable)
 - ☒ Other Certifications, as required:
 - 1. Asbestos
 - 2. Carpet
 - 3. Lead
 - 4. Bacteriological
 - 5. Clearance letter from Dept. Of Environmental Protection (DEP)
 - 6. Storm Water
 - 7. Toxic Substances
 - ☒ As-Built Drawings
 - ☒ Maintenance and Operations Manuals
 - ☒ Keys accepted
 - ☒ Other (Explain) *MINOR ITEMS TO BE TREATED AS WARRANTY*



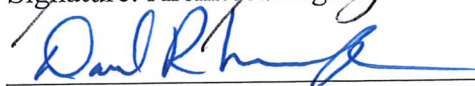
Signature: Contractor

Date: 9-2-2020



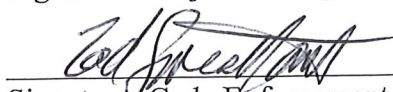
Signature: Architect/Engineer

Date: 9-2-2020



Signature: Project Manager

Date: 9-2-2020



Signature: Code Enforcement

Date: 9-2-20

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C15 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Ridgeview Elementary School Parking Lot Lighting Replacement

Description

Each phase or combination of phases is submitted to the School Board for review and approval. The plans have received staff review and are complete to Schematic/Preliminary/Final (Phase I, II, & III) stage.

Gap Analysis

N/A

Previous Outcomes

Individual departments have the opportunity to express needs during plan review in order to design a project that will meet user's expectations.

Expected Outcomes

Schematic, Preliminary and Final Plan review allows for participation from a variety of departments to ensure any program changes are incorporated into the design.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Ridgeview Elementary School Parking Lot Lighting Replacement

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

As budgeted in the Educational Facilities Plan for \$60,000.00. The architect's cost estimate is \$44,855.00.

Review Comments**Attachments**

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C16 - Schematic/Preliminary/Final (Phase I, II, & III) Plans and Specifications for Oakleaf Junior High School Security Lighting Repair/Replacement

Description

Each phase or combination of phases is submitted to the School Board for review and approval. The plans have received staff review and are complete to Schematic/Preliminary/Final (Phase I, II, & III) stage.

Gap Analysis

N/A

Previous Outcomes

Individual departments have the opportunity to express needs during plan review in order to design a project that will meet user's expectations.

Expected Outcomes

Schematic/Preliminary/Final Plan review allows for participation from a variety of departments to ensure any program changes are incorporated into the design.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Oakleaf Junior High School Security Lighting Repair/Replacement

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

As budgeted in the Educational Facilities Plan for \$100,000.00. The architect's cost estimate is \$75,550.00.

Review Comments**Attachments**

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

C17 - 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, 10.1.20.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
Auld & White Constructors, LLC	General Contractor	\$50,000,000.00	October 31, 2021
Ajax Building Company, LLC	General Contractor	\$500,000,000.00	October 31, 2021
Centerline Contracting, Inc.	General, Roofing and Underground Utility & Excavation Contractor	\$5,000,000.00	October 31, 2021
CGC, Inc.	General and Underground Utility & Excavation Contractor	\$25,000,000.00	October 31, 2021
Evenflow Test & Balance, LLC	Testing, Adjusting and Balancing Contractor	No Bond Required.	October 31, 2021
Register Roofing & Sheet Metal, Inc.	General and Roofing Contractor	\$10,000,000.00	October 31, 2021
Stellar Group, Inc.	General and Mechanical Contractor	\$75,000,000.00	October 31, 2021
T&M Electric	Electrical Contractor	\$7,000,000.00	October 31, 2021
Thomas May Construction Company	General Contractor	\$25,000,000.00	October 31, 2021
Verdex Construction, LLC	General Contractor	\$150,000,000.00	October 31, 2021
Zabatt Engine Services	Electrical and Building Contractor	\$5,000,000.00	October 31, 2021

School Board of Clay County

October 1, 2020 - Regular School Board Meeting

Title

D1 - Public Hearing to Approve as Advertised The 2020-2021 Clay County District Schools Smart Restart School Reopening Plan

Description

On July 6, 2020, The Commissioner of the Florida Department of Education, Richard Corcoran, issued DOE Order No. 2020-EO-06, an Emergency Order the purpose of which was to accomplish the goals of reopening all K-12 schools within the State of Florida, including charter schools, with an offering of full services, suspending reopening requirements as necessary to ensure financial continuity of the educational process, retaining high-quality school choices for Florida students and families and maintaining all services that are legally required for all students. The attached 2020-2021 Clay County District Schools Smart Restart School Reopening Plan, created to accomplish the FDOE goals, was adopted on an emergency basis on July 28, 2020 because there was insufficient time to comply with the full adoption process required by Sec. 120.54, Fla. Statutes. Because it meets the definition of a "Rule" it was required to be approved by the School Board prior to implementation and submission to the FDOE for approval. Florida law provides that a Rule adopted by emergency procedures shall not be effective for more than 90 days during which time the School Board may initiate and complete rulemaking to adopt a rule addressing the subject of the emergency rule if it wishes the rule to extend beyond 90 days. This process requires publication of notice of adoption and a public hearing.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Passage of this rule/policy by the School Board will comply with the Administrative Procedures Act and is essential to qualifying for financial continuity and support from FDOE which will support the school district's multiple programs for the 2020-2021 school year.

Strategic Plan Goal

Provide FAPE to all students of the free public schools operated by the School Board of Clay County, Florida

Recommendation

Adopt the 2020-2021 Clay County District Schools Smart Restart School Reopening Plan as previously adopted by emergency rulemaking procedures.

Contact

David S. Broskie, Superintendent of Schools; J. Bruce Bickner, School Board Attorney

Financial Impact

Undetermined at this time. It is believed that the approval of the Plan is essential to qualifying for financial continuity and support from FDOE which will support the school districts multiple programs for the 2020-2021 school year.

Review Comments

Attachments

🔗 [2020-2021 CCDS School Reopening Plan.pdf](#)

🔗 [Legal Adv Public Hearing Reopening Plan.pdf](#)

2020- 2021 Clay County District Schools Smart Restart School Reopening Plan



David S. Broskie
Superintendent of Schools

CLAY COUNTY SCHOOL BOARD

District 1: Janice Kerekes
District 2: Carol Studdard
District 3: Tina Bullock
District 4: Mary Bolla
District 5: Ashley Gilhousen

Clay County District Schools

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PART 1: Families and Community

Letter from the Superintendent

Clay County,

I am thankful for the support of our parents who have worked in conjunction with our teachers and staff to support their student's learning experiences during these unprecedented times. I am extremely proud of our OneClay teachers, staff, and administrators for their flexibility and commitment to make the best of a difficult situation and their dedication to serve as a source of support and encouragement for our students.

Our district staff has been working tirelessly over the past couple months to prepare for the reopening of schools in accordance with guidance from the Florida Department of Education and local health department. A task force consisting of school district employees, parents, teachers, and local health partners was created to provide guidance on how schools may operate during the 2020 - 2021 school year. Each department in Clay County District Schools made school reopening decisions based on three separate scenarios and addressed an action plan for each scenario.



In accordance with Florida Education Commissioner Richard Corcoran's [emergency order](#), Clay County District Schools' intention is to begin the 2020 - 2021 school year operating our traditional brick and mortar schools five days a week for all students who choose to attend. CCDS is also offering the additional options below to meet the educational needs of students and their families.

As we begin the school year in the traditional brick and mortar environment, students and staff can expect classroom instruction to look different this year in accordance with [health and safety guidelines](#). Instructional personnel have worked on plans to ensure that students have the best instructional models possible, including frameworks for closing achievement gaps and rigorous distance learning options. While online learning has been found to be an effective tool for instruction for many students, we do not believe that it can replace the quality of instruction students receive face to face from their teachers and support staff. For this reason, we are eager for students to return to our brick and mortar schools. However, we recognize that each family has their own unique needs. We always recognize the ability of parents to make the choice they feel is best for their student(s) and the options for back to school reflect our commitment to parents having the ability to make the choice between returning to a brick and mortar school, a blended learning model, or full time virtual instruction.

Please choose one of the following options for back to school for 2020 - 2021:

Option 1: Traditional Brick and Mortar School (All Grades)	This model represents a return to the school campus and the classroom where students will interact directly with their teacher(s) and classmates. Our goal is to create an environment that provides an opportunity for students to return to the traditional school experience, while providing safeguards to protect the health and safety of students and staff.
Option 2: Clay Virtual Academy (K-12)	Clay Virtual Academy (CVA) has successfully served thousands of full time students learning online since 2010. This full time virtual school experience is ideal for students who wish to have more control over their learning path and pace, and for whom a flexible daily schedule is important. In this learning model, students often work on assignments during non-traditional hours, and maintain contact with their teacher and classmates using web-based class sessions, email, text messages, and phone calls. commit to this option for at least one semester.
Option 3: OneClay Online (K-12)	This model is designed for families who would like to maintain their connection to their enrolled school, but do not yet feel comfortable sending their student(s) back to school in August. Elementary students will attend their currently enrolled school remotely and teaching will mirror the pace and rigor of brick and mortar. CCDS strongly encourages a full semester commitment for this option to ensure instructional continuity, as well as an adult who can partner with OneClay Online teachers.
Option 4: Blended Learning (7-12 only)	The Blended Learning option allows secondary students to choose to come to the brick and mortar schools for select courses and choose to take other courses through Clay Virtual Academy. This allows for students to remain connected to their home school, but also take some courses in the virtual environment. *Please note that transportation is only provided during the normal CCDS daily start and stop times at their zoned schools. Based on a student's blended learning schedule, transportation may need to be provided by a parent and/or caregiver.

In the Commissioner's executive order for reopening schools, local health departments were given guidance to advise school districts to move to a different delivery phase of instruction based on local health data. The district has worked in collaboration with our local health department and emergency management to devise three possible scenarios for academic models should local data warrant a need to shift to a hybrid or distance learning model for instruction. Rest assured the district is prepared to operate in any scenario.

The scenarios are as follows:

Scenario 1	Traditional Brick and Mortar School	Schools open for all students with social distancing measures in place as close to six feet apart as possible, as well as enhanced health and safety protocols.
Scenario 2	Hybrid Model based on Health Dept. Recommendation	Schools open for all students with a cohort model for elementary and a hybrid model such as an A/B day rotation for secondary students to minimize the number of students on campus at one time determined

		by the Department of Health- Clay County due to the possible spread of the virus.
Scenario 3	Distance Learning	Schools are closed and students are instructed through distance learning.

As new guidance is received from national, state, and local leaders and experts, our Smart Restart Reopening Plan will be revised to reflect the most recent information regarding school health and safety protocols as well as any changes necessary for student learning.

I always say that the best thing about Clay County is our sense of community. We are truly #OneClay. This sense of community has been highlighted as we have navigated these unprecedented times together. I would like to offer my sincere appreciation to the greater Clay County Community, especially our Clay County Emergency Management Team and the Health Department - Clay County for their leadership and collaboration throughout these uncertain times and as we plan for the future education of our students. The health, safety, and wellness of students, staff, and families remain as our number one priority.

Respectfully,

David Broskie

Superintendent of Schools

Overview of Health and Safety Protocols and Guidelines

As new guidance is received from national, state, and local leaders and experts, this plan will be updated to reflect the most recent information regarding school health and safety protocols, as well as any changes necessary for student learning. The goal of the plan is to share with all stakeholders the actions and protocols that the district and schools are putting into place with the intention of lessening risks to our students and staff.

Individual School Plans

Each school is different, therefore each school leadership team will be working to create plans for the arrival/dismissal of students and faculty, lunch in the cafeteria, hallway movement, safety and security, and classroom layout and routines. Each individual school will submit their plans to the district office for approval prior to the start of school on August 11th. Each individual school plan will address the following topics in detail:

- Cafeteria
 - Compliance with CCDS Health and Safety Protocols
 - Maximize Table Spacing
 - Assign Seating
 - Staggered Arrival/Dismissal Times
 - Lunch Line Procedures (new health and safety protocols)
- Classrooms/Learning Spaces
 - Compliance with CCDS Health and Safety Protocols
 - Desk Spacing
 - Assigned Seating

- Removal of Furniture
- Updated Classroom Procedures (new health and safety protocols)
- Health Rooms (Clinics) and Isolation Rooms
 - Compliance with CCDS Health and Safety Protocols
 - Identify Locations
 - Identify and Train Staff
 - Identify Procedures
- Large Learning Environments
 - Compliance with CCDS Health and Safety Protocols
 - Develop arrival/dismissal, scheduling, spacing, cleaning, and updated health/safety protocols for:
 - Band
 - Chorus
 - Music
 - Media Center
 - PE/Gym/Locker Rooms
 - Computer Labs/STEM Spaces
- Shared School Spaces/Transitions
 - Compliance with CCDS Health and Safety Protocols
 - Develop staggered arrival/dismissal, updated scheduling, cleaning procedures, and updated health/safety protocols for:
 - Bus Loop
 - Parent Pick-Up
 - Bike Rack
 - Before/After School Care
 - Athletic Fields/Playgrounds
 - Recess/TDPE
 - Hallways (stairs, elevators)
 - Transitions to Classes
 - Athletics/Extra-Curricular Activities

CCDS Health and Safety Protocols

Clay County District Schools will have the following health and safety protocols in place for the August Reopening of schools:

Prescreening

- Prior to sending children to school via the bus, walking, or parent drop-off, it is highly recommended that families and staff take temperatures daily prior to coming to school or work. Any person with a fever of 100.4 degrees or higher should not go to a school site or office.
- Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school and/or office.

Use of Face Coverings

The use of face coverings, while objectionable to some, has been strongly recommended by the Department of Health as a primary means to prevent the spread of COVID-19. This mandate reflects that stance. HOWEVER, there are exceptions to the requirement of using a face covering. It is **important** to look at the exception list before judging the following mandate. The mandate is as follows:

Subject to the exceptions listed in Appendix “A”, all individuals, including all students, employees, parents, visitors and vendors, must wear a face covering which covers both the nose and mouth at all times while at, on or inside of any building, facility, school, school grounds or vehicle owned, leased or operated by the School Board of Clay County, Florida. Face coverings shall be either commercially produced surgical masks or commercially produced or homemade cloth face coverings provided that they fit snugly against the sides of the wearer’s face with little or no gap and comply with school dress codes. Face coverings shall be supplied by the wearer. A limited supply will be maintained by the District for student use in limited circumstances.

General Facilities

- Schools will create plans to stagger the arrival and dismissal of students to maintain social distancing as close to six feet as possible.
- Schools will run a “Closed Campus” model where only students and staff are permitted on campus. Appointments will be made for parents for IEP, 504, etc. meetings. Other meetings can continue through phone conferencing or Google Meet. We will reevaluate every nine weeks the “no visitors or volunteers” policy. No deliveries for lunch for students or parents eating lunch with students.
- Hallways and stairwells should be one way where possible and/or utilize signage with “keep right” on the floor to keep traffic moving in one direction. The district has purchased signage for reminding students and staff about social distancing, hygiene, and directions for movement on campus.

Cafeteria

- Schools will have social distancing signage floor stickers in the cafeteria lines to promote distancing.
- The cafeteria will provide food options that reduce the risk of contamination by minimizing buffet-style serving, increasing the use of foods easily transported safely to other areas (sandwiches, fruits, salads, packaged goods) while remaining sensitive to food allergies. Students will no longer serve themselves from the lunch line but will be done strictly by the Food and Nutrition Services (FNS) staff.
- School staff will sanitize high-touch areas to include serving lines, silverware containers, and door handles. High-touch areas, such as serving lines, will be cleaned and sanitized by FNS staff throughout the meal service and at the end of the meal service.
- Student identification cards will be used to allow minimal contact at the point of sale.
- Schools will utilize a variety of strategies including staggering procedures to limit the amount of contact between students in the cafeteria.
- Students will be encouraged to utilize outdoor areas to eat lunch per allowable space per individual school. Students eating indoors will be spaced as close to six feet apart as possible as allowed per individual school. School will increase spacing by implementing strategies such as utilizing the stage with tables, the bleachers in the gym for some secondary students, etc. Elementary students sit in cohorts at lunch with seating charts. Secondary schools will implement increased spacing between tables and social distance as close to six feet apart as possible.
- Schools will schedule the use of the intercom system to remind students and staff of social distancing and the importance of hygiene practices.

Classrooms

- All unnecessary furniture will be removed from classrooms to allow for social distancing as close to six feet apart as possible. Unnecessary furniture includes couches, bean bags, reading nooks, half-empty book shelves, etc.
- Desks/tables will be arranged in a fashion to allow for social distancing as close to six feet apart as possible.
- Each teacher will review procedures for classroom procedures and hygiene including the following:
 - Limit the sharing of materials.
 - Limit access to pencil sharpeners and other commonly touched items
 - Increased time for handwashing, hand sanitizer

Health Rooms

- Send out “[When to Visit Health Room](#)” guidance to teachers and staff to minimize the number of students in the health room at one time.
- School health staff will use standard precautions (mask, face shield, gloves, and gowns) and frequent hand washing with soap and water.
- Designate a separate room for students who exhibit COVID-19 symptoms.
- Updated sick and wellness policies - no longer 24 hours symptom and medication free for returning to school, but 72 hours symptom and medication free.

Transportation

- Additional drivers are being hired to assist with the reduction in number of students currently utilizing bus services.
- All buses will have sanitizer on the bus and the protocol for riders will be to sanitize their hands while entering and exiting the bus.
- Students and drivers will wear a face covering (cloth mask) while on the bus unless social distancing is in place.
- Students will be in assigned seats.
- Drivers will clean the bus after each route and at the end of the day. Additionally, drivers will clean the bus again at the start of each day.

Hygiene and Cleaning

Routine cleaning and disinfecting is always key to maintaining a safe environment for our faculty, students and staff. Cleaning removes dirt and most germs and is best done with soap and water. Principals will ensure that there are adequate and approved supplies to support the increased cleaning and disinfection of facilities.

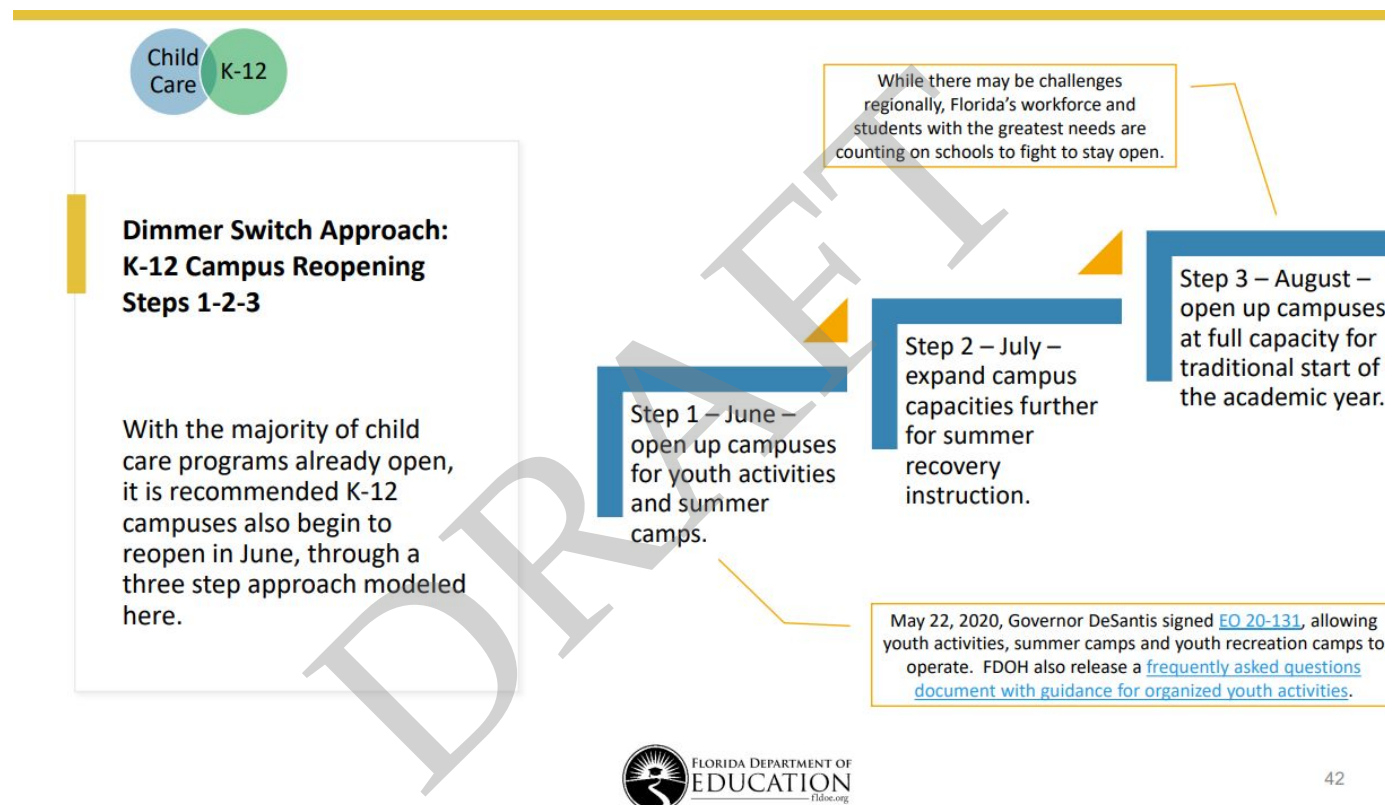
- Intensify daily cleaning and disinfection efforts throughout the facility.
- Each school and facility will utilize Electrostatic Sprayers to disinfect in a thorough and efficient manner.
- Throughout the school day, custodial staff will move through common travel spaces and spray/disinfect high touch items such as door handles, push plates, door jambs, railings, etc.
- Hand sanitizer stands and desktop pumps for the following locations: main office, classrooms, health room, media center, gymnasiums, cafeteria entrances, and extra that can be moved to high traffic

areas.

- Common restrooms will be restocked, cleaned and disinfected throughout the school day.
- At the end of instructional day, routine cleaning procedures will be followed, including disinfecting surfaces and objects that are frequently touched.
- Vacuum all permanent carpeting.

Reopening Timeline

Clay County District Schools will follow the recommended reopening timeline suggested by Governor Ron DeSantis and Education Commissioner Richard Corcoran from the June 11th press conference.



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Clay County District Schools Timeline

Step 1 - CCDS campuses opened in June for youth activities in athletics and band. You can view our reopening summer youth activities plans by [clicking here for athletics](#) and [clicking here for band](#).

Step 2 - CCDS campuses opened in July for 80 hours of instruction for summer recovery programs. You can view our summer recovery programs plan by [clicking here for Smart Restart: Summer Recovery](#).

Step 3 - CCDS students will return to school on August 11th in the phase determined by state and local officials.



Clay County District Schools Phases for School Openings/Closures

	School Phases As Determined in Collaboration with Local Health Department and Emergency Management			OR	Clay Virtual Academy	OR	OneClay Online
Type	Traditional	Hybrid	Distance Learning	OR	Available to all K- 12 Clay students who would prefer to learn through a virtual model regardless of the COVID-19 level.	OR	Available to K - 6 Clay students who would prefer to learn through a distance learning model regardless of the COVID-19 level.
Learning Location							
	School Sites	School Sites/Home	Home		Commit by July 16th		Commit by July 16th
							
Instructional Model	All students in classrooms with new health and safety protocols in place.	Elementary - Students attend school, but are cohorted to limit interactions between staff and students. Secondary - Students attend school on a hybrid schedule. Students will learn in class and through distance learning.	School sites are closed and all students will receive instruction and assignments through the distance learning model.		Commit for at least one semester		Commit for at least one semester

Officials from Clay County District Schools will work with local emergency management and health officials to determine the COVID-19 level and make collaborative decisions regarding the opening/closing of school sites to ensure the safety of students and employees.

*Parents always have a choice in what is best for their child(ren) when it pertains to the learning environment. Parents that are not comfortable sending their child(ren) to the brick and mortar school physically for the 2020 - 2021 school year will have the option to enroll their child(ren) in OneClay Online (K-12) or Clay Virtual Academy (K-12) for online learning.

Parent/Guardian Options

Option 1: Zoned Brick and Mortar School (All Grades)

This model represents a return to the school campus and the classroom where students will interact directly with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas. In short, it represents a return to the traditional school environment – with [several significant changes involving enhanced health and safety precautions](#).

Our goal is to create an environment that provides an opportunity for students to return to the traditional school experience, while providing safeguards to protect the health and safety of students and staff.

At the elementary school level, we are creating a cohort model, where students will spend time on campus with the group of students in their class, including in the classroom, the cafeteria, media center, and the playground. Interaction with students from other classes will be limited to the greatest extent possible.

At the secondary level, each school will have a customized plan to discourage large gatherings of students in hallways and common areas, using clear communication and signage to reinforce the message. The number of students allowed in the cafeteria, media center and gymnasiums will be reduced. Extracurricular activities will resume with new health and safety protocols and will adhere to recommendations from the state.

Option 2: Clay Virtual Academy (K-12)

Clay Virtual Academy (CVA) has successfully served thousands of full-time students learning online since 2010. This full-time virtual school experience is ideal for students who wish to have more control over their learning path and pace, and for whom a flexible daily schedule is important. In this learning model, students often work on assignments during non-traditional hours, and maintain contact with their teacher and classmates using web-based class sessions, email, text messages, and phone calls.

Clay Virtual Academy offers courses for students in kindergarten through 12th grade, supported by a team of highly-qualified Clay County teachers who offer office hours. Enrollment requires a semester-long or year-long commitment, as well as an adult who can partner with CVA teachers to ensure student academic success, especially at the elementary school level.

Because Clay Virtual Academy is a public school choice, students must participate in all required state assessments, and may take part in extracurricular clubs and activities with their zoned school.

Clay Virtual Academy offers accredited courses, access to academic advisement and college planning, and opportunities for advanced coursework (including dual enrollment). Graduates earn a standard high school diploma accepted by colleges, universities, and other postsecondary programs.

Students who choose full-time Clay Virtual Academy withdraw from their regular school and switch their enrollment to CVA. Information about CVA and enrollment can be found on the [Clay Virtual Academy website](#). Students must commit to this option for at least one semester. Students will be able to switch their enrollment back to their regular CCDS school at the end of the semester (student's places are held at their previously enrolled school, including students on SPRs, open enrollment, and lottery acceptance).

Option 3: OneClay Online (K-12)

This model is designed for families who would like to maintain their connection to their enrolled school, but do not yet feel comfortable sending their student(s) back to school in August. Students will attend school remotely and teaching will mirror the pace and rigor of brick and mortar. CCDS strongly encourages a full semester commitment for this option to ensure instructional continuity, as well as an adult who can partner with OneClay Online teachers.

Based on feedback after our distance learning experience during Quarter 4, this learning model will incorporate many of the features that parents and students valued, such as regular virtual real-time interaction with teachers and classmates. Parents can rely on teachers to facilitate and guide student learning.

Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. [Click here for a sample daily schedule](#). Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring. This learning model should make for an easier transition back to brick and mortar school and provides families the flexibility to choose an instructional model to meet their needs during these uncertain times, and reflects our District's commitment to providing a high-quality instructional experience, no matter what the setting.

What to Expect from OneClay Online

- Daily online instruction from teachers
- Opportunities to interact with classmates
- Small group instruction to meet individual student needs
- Virtual office hours available for additional support
- Students will not be required to be online for the entire school day, but will have the same amount of classwork as traditional brick and mortar classrooms
- Teacher will utilize Google Classroom and district supported resources families are familiar with from Quarter 4 instruction
- Content will be the same as traditional brick and mortar classrooms to make the transition back to school easier
- Attendance will be taken daily

Additional Supports for Students and Families

- On demand access to a library of tutorials, trouble-shooting, and tech support
- Tips and strategies to support students learning off campus
- Support from case managers and academic intervention teachers to meet student needs during regular school hours

***Please note that all courses may not be available through OneClay Online distance learning.**

Option 4: Blended Learning (7-12)

The Blended Learning option allows students to choose to come to the brick and mortar schools for select courses and choose to take other courses through Clay Virtual Academy. This allows for students to remain connected to their home school, but also take some courses in the virtual environment. For example, a student may attend their zoned brick and mortar school four periods a day and two periods of the day at home through Clay Virtual Academy. Student schedules will be based on course availability.

Each brick and mortar school will have [several significant changes involving enhanced health and safety precautions](#), as well as a customized plan to discourage large gatherings of students in hallways and common areas, using clear communication and signage to reinforce the message. The number of students allowed in the cafeteria, media center and gymnasiums will be reduced. Extracurricular activities will resume with new health and safety protocols and will adhere to recommendations from the state.

Virtual school classes will allow students to have more control over their learning path and pace. In this learning model, students often work on assignments during non-traditional hours, and maintain contact with their teacher and classmates using web-based class sessions, email, text messages, and phone calls.

Students who choose this option will need to work with their school based guidance counselor in order to determine the courses and daily schedule that are available in each school.

*Please note that transportation is only provided during the normal CCDS daily start and stop times at their zoned schools. Based on a student's blended learning schedule, transportation may need to be provided by a parent and/or caregiver.

PART 2: Florida's Innovative Learning Assurances

Assurance 1

Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders.

In accordance with Florida Education Commissioner Richard Corcoran's [emergency order](#), Clay County District Schools' intention is to begin the 2020 - 2021 school year on **August 25, 2020** operating our traditional brick and mortar schools five days a week for all students who choose to attend ([Option 1](#)). Students who choose to return to the school campus will interact directly with their teacher(s) and classmates. The school day will follow the standard bell times and standard schedule that includes all the core classes and other subject areas. In short, it represents a return to the traditional school environment – with [several significant changes involving enhanced health and safety precautions](#).

Schedule By School Type

School Type	Student Start Time	Student End Time
Elementary	8:30	2:42
Junior High	9:30	3:42
Senior High	7:20	1:40

Assurance 2

The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs).

Clay County District Schools is committed to reopen our schools in a manner that provides an equitable education for all learners. Our Smart Restart plan provides a framework for promoting a safe, healthy and socially-emotionally supportive environment for all students to thrive and prioritizes the safety of students and staff while following state and local health guidelines. Through all of this work, CCDS is committed to focusing on closing student achievement gaps and improving literacy.

Students from low income families, our homeless students, those in foster care, and our English Language learners will be provided with all of the necessary tools for academic success in each of our learning options. Diagnostic assessments will be administered in the first days of school to assess where every student is in their learning path and to determine what critical steps must be taken to close gaps and accelerate learning.

In the brick and mortar settings, teachers and paraprofessionals will provide opportunities for students to learn in small group settings, with instructional models and materials that address their specific needs. Online learning platforms, including i-Ready reading, i-Ready math, and Achieve3000 have been in place for several years, providing students with diagnostic based, personalized learning paths and monthly growth checks. Clay County has worked diligently to increase the number of devices available to students with Title I schools being 1:1 for several years. Through our ESSER funds we are able to add to the fleet of devices that are available for all students, particularly those most in need.

Students have access to Chromebooks, as well as WiFi hotspot devices should they need internet access for distance learning. Paper packets, workbooks, and printed guidance is provided to parents who will need assistance in supporting their students in their learning while at home. Teachers, paraprofessionals, guidance counselors, and social workers diligently check on students via Google Classroom, email, texting, and phone calls. All schools maintain robust social media accounts to keep parents and students aware of resources that are available to them.

Professional learning for teachers is available through our OneClay Learning Library and Technology Backpack programs. These opportunities support teachers in utilizing all available resources in the Google Suite including Google Classroom, Google Meets and district supported online resources. Teachers are growing savvy in their ability to fuse these digital and virtual learning environments with their face-to-face interactions.

Regardless of setting, brick and mortar or distance learning, administrators, teachers, paraprofessionals, guidance counselors and social workers monitor data consistently to provide students and families the support they need for academic success. After hours tutoring, specialized instruction, mental health counseling, and medical care is available to our low income students, homeless students, foster care students, English Language Learners and their families. Through monitoring of academics, attendance, and basic needs the district is able to meet families where they are and support the needs of all students.

Exceptional Student Education

The Exceptional Student Education (ESE) Department is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. To address the unique needs of students with disabilities, exceptional student education teachers and service providers will continue to work collaboratively with families to identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments. We recognize that each student will have an individual plan based on the learning model selected by the parent/guardian. When a determination regarding the learning model is made, we will be working with students and their parents to set detailed plans for the delivery of exceptional student education services.

Curriculum and Instruction

- Students will receive instruction in standards-based grade-level material.
- Students will learn using district-adopted resources aligned with curriculum and pacing guides in order to provide equitable learning opportunities in all scenarios.
- Students' needs will be identified through assessments in order to plan for student learning.
- Students will receive grades based on conventional policies.

Multi-tiered System of Supports (MTSS)

MTSS is rooted in data informed practices and does not provide an automatic entry into ESE programs. During distance learning, if interventions were not in place or were not implemented with fidelity during virtual instruction, school based leadership teams (SBLT) should convene to analyze data, problem solve, and ensure interventions are implemented until response to intervention can be determined.

Response to Intervention and Student Service Team (SST) meetings should only be held if interventions were consistently implemented with fidelity throughout the period of school closures. Conversely, these teams should not engage in determining a student's response to intervention with over two months of missing or inconsistent data.

Consideration to Tier 1 interventions for closing the achievement gap should be carefully reviewed and implemented prior to considering Tier 2 interventions.

Specialized Instructional Support

Students with Disabilities

Clay County District Schools will stay in accordance with local and state guidelines while maintaining Individualized Education Plan (IEP) requirements for students. This includes all related services and therapies. As students return to school, ESE teachers and related service providers will reassess student needs and convene IEP teams as appropriate to review the student's present level of performance, priority educational needs, ESE services, instructional accommodations, and academic and behavioral goals.

504 teams may convene as appropriate to reassess student needs and/or adjust classroom accommodations.

Students with Disabilities who are Medically Fragile

Prior to the student returning to school, the student's IEP team will collaborate with parents, student's physician, district and school nurse, student's teacher(s), classroom paraprofessional(s), and school administrator(s) to ensure student is served in a safe environment and strict health guidelines are established and implemented to the greatest extent possible. Reassess student needs as appropriate and adjust services as needed.

English Language Learners

Students will receive instructional services as prescribed by the student's ELL plan to improve their language proficiency.

Title I

Diagnostic assessments in the areas of math and reading will be administered in the earliest days of school. Students identified with learning loss will be organized into small groups and provided intensive interventions to close gaps efficiently within the school day. After-hours tutoring will be available for students with the greatest needs. Student progress will be monitored closely by administrators and teachers throughout the year with online learning path growth. Needs will be addressed through frequent data chats.

In anticipation of closures, our youngest students will be provided necessary training for logging into online learning paths. Family Engagement events and communication will provide adult caregivers the needed training for supporting students in the event of closures. Schools will maintain rich and robust social media communications to ensure that information is available to all families. Schools are prepared for closures with an increased inventory of Chromebook devices, as well as MiFis for students in our remote areas without

access to internet service. Schools will have workbooks and school supplies available to deploy. Professional learning opportunities are readily available through our OneClay Learning Library and Digital Backpacks.

Assurance 3

The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method.

[Clay County District Schools Assessment Calendar \(draft\)](#) - these assessments are administered using i-Ready, Achieve3000, and Performance Matters and can be accessed online. District leaders meet with school Principals after each assessment window (baseline, mid-year, end-of -year) to review progress monitoring assessment data to allocate District resources and ensure all schools are working towards closing achievement gaps and that adequate progress is being made.

Clay County District Schools will continue to adhere to our Just Read! Florida Reading Plan. Students will be placed in tier 2 and tier 3 interventions for ELA based on the decision tree. Students will receive interventions from assigned teachers and be monitored throughout the school year with i-Ready and Achieve3000. All local progress monitoring can be given to students on site and remotely.

Assurance 4

The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met.

IEP teams will follow a student-centered approach with a commitment to ensure that the individual needs of each child with a disability are met. The impact, if any, of the school closure on the child's educational needs will be assessed when normal school operations resume and when feasible; and IEP meetings will be held if needed and revised based on the current needs of the student as determined when school operations resume. IEP teams (in collaboration with parents/guardians) will need to discuss and determine specialized services appropriate for students with disabilities based upon their individual needs and circumstances and provide an assessment of negative impacts (i.e. regression, skill deficits) that were the result of the school closure. Research is clear that regression is not consistent across all students and that time spent away from school will impact each student differently.

IEP teams will consider each student's level of functioning prior to school closures, the services provided during school closure including summer, and information (with supporting data) about the student's current functioning levels upon return to school. Determinations about what constitutes appropriate services at that time will be based on appropriate goals established for each student, giving consideration to the appropriate learning environment to address each student's individual circumstances examined within the larger context of overall learning for all students.

General education teachers, exceptional student education teachers, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

Accommodations and modifications are provided regardless of the educational setting. General education and ESE teachers will continue to collaborate to determine to provide accommodations and/or modifications, as outlined in the IEP and as appropriate considering the circumstances. The IEP team, (general education teachers, exceptional student education teachers, related services providers, and families), will work collaboratively to identify alternative solutions if it is determined an accommodation or modification is not appropriate or successful in a particular setting. ESE Teachers, Related Service Personnel, Behavior Site Coaches, ESE Curriculum Specialists, and ESE Staffing Specialists will continue to support in the provision and identification of specialized instruction and supports for students with disabilities.

Exceptional Student Education

The Exceptional Student Education (ESE) Department is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. To address the unique needs of students with disabilities, exceptional student education teachers and service providers will continue to work collaboratively with families to identify the most essential services for each student that can be provided both directly and indirectly in remote and in-person learning environments. We recognize that each student will have an individual plan based on the learning model selected by the district. When a determination regarding the learning model is made, we will be working with students and their parents to set detailed plans for the delivery of exceptional student education services.

Child Find and Evaluation

Clay County District Schools will continue to identify, locate, and evaluate students suspected of having a disability and in need of specialized instruction and related services. At the same time, CCDS will be mindful that students have been displaced from their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in remote learning situations, while other evaluations require in-person contact with students or observations of students in school settings. Clay County District Schools will conduct evaluations remotely and in-person as feasible, while adhering to public health guidelines for the safety of students and staff.

Individual Educational Plan (IEP) Meetings

Clay County District Schools is committed to providing families an opportunity to have meaningful participation in the IEP development process. Whether in-person or an alternative format, such as videoconferencing or by phone, IEP teams will partner with families to determine the most practical format to conduct IEP meetings.

Delivery of Special Education and Related Services

General education teachers, exceptional student education teachers, related services providers and families will discuss students' individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis.

Progress Monitoring and Reporting

Exceptional Student Education teachers and related service providers will have in place consistent data collection and service log procedures for use across remote learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is making toward meeting the annual goals will be provided.

Accommodations and Modifications

Accommodations and modifications are provided regardless of the educational setting. General education and ESE teachers will continue to collaborate to determine to provide accommodations and/or modifications, as outlined in the IEP and as appropriate considering the circumstances. The IEP team, (general education teachers, exceptional student education teachers, related services providers, and families), will work collaboratively to identify alternative solutions if it is determined an accommodation or modification is not appropriate or successful in a particular setting.

Confidentiality and Student Privacy

Student confidentiality and privacy laws are maintained in order to protect the privacy of education records. These regulations describe the obligations of the school district with regard to the collection, processing, maintenance, quality, and disclosure of these records. All education records are protected, regardless of media format (e.g., written, electronic).

Exceptional Student Education teachers and related service providers use digital platforms approved by the district for secure access and confidential sharing of student information. In the event that services are being provided through distance learning, service providers will contact parents to discuss the virtual options to determine parent preferences for the provision of services. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during virtual instruction.

Assurance 5

The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies.

Students identified as ELL will participate in annual language proficiency testing, along with any local assessments. Classroom modifications and testing accommodations included in the ELL plan will be implemented on-site and virtually as feasible.

Teachers will provide accommodations and modifications for testing in accordance with the ELL plan, regardless of the educational setting. General education teachers and ESOL support personnel will continue to collaborate to provide accommodations and/or modifications, as outlined in the ELL plan and as appropriate considering the circumstances. The ELL Committee will work collaboratively to identify alternative solutions if it is determined an accommodation or modification is not appropriate or successful in a particular setting.

District ESOL staff will analyze data from the annual language proficiency assessment to provide guidance to schools based on progress made. In addition, district staff will provide an option for schools to remotely assess potential ELL students in a timely manner.

Assurance 6

Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department.

Clay County District Schools will comply with the requirements of Assurance 6.

Assurance 7

Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval.

Clay County District Schools will comply with the requirements of Assurance 7.

PART 3: Department Planning Scenarios

Athletics and Extracurricular Activities

Department Lead: [Treasure Pickett](#)

An athletics task force created a "[Strategic Plan for Phased Reopening of Athletics](#)" that outlines the reopening of athletics starting on June 15th. The plan explains the regulations of Phase 1 and 2, and allows for further development of Phase 3 for July. If this plan is implemented with fidelity, then the school district would follow the FHSAA guidelines regarding competitions once school begins.

***This plan is for extracurricular athletics and activities including band.**

***Athletics is dependent on FHSAA guidance and approval.**

Scenario 1 (Brick and Mortar)

- The District will continue to follow the "phases" created by our Athletic Task Force for summer reopening. This task force will regulate the procedures for athletes, coaches and teams.
 - [Strategic Plan for Phased Reopening of Athletics](#)
 - [Strategic Plan for Phased Reopening of Band](#)
- Practice equipment and facilities are cleaned daily by coaches and custodial staff.
- Practices open to participants and coaching staff only.
- All current FHSAA player requirements will remain the same.
- If a student tests positive for COVID-19/ has known contact with COVID, the district will follow the Health Department - Clay County guidelines for students.
- For high spectator sports such as football, we will use multiple gate entrances and exits. These multiple gates will accommodate the presale ticket holders, pass holders and visitors. If needed, we will exit based on seating locations in order to limit large group gatherings.
- We will closely monitor the restrooms for supplies.
- Concession stand lines will be set up for social distancing through spot locators.
- All sports and practices will adhere to FHSAA guidelines.

Scenario 2 (Hybrid)

- Continue protocols from Scenario 1

- If we are in a hybrid situation we will monitor the status of closures/ability for extracurriculars/activities
- If applicable the CCSD return to play phases can be reactivated from the summer.
- Potential practice times adjusted to evenings for parent transportation
- JV participation will be adjusted as needed

Scenario 3 (Distance Learning)

- If schools are closed, there will be no athletics or extracurricular activities.

Communications and Public Relations

Department Lead: [Nicole Young](#)

The Clay County District Schools Communications Department provides clear and consistent information to all stakeholders through internal and external communications. For the most up to date information about Clay County District Schools, please utilize the following resources:

- Website: oneclay.net
 - Reopening Information: oneclay.net/smartrestart
- Facebook: [@oneclay](#)
- Instagram: [@oneclaycountyschools](#)
- Twitter: [@oneclayschools](#)
- App: [OneClay App](#)
- [Focus Parent Portal](#) (Grades, Schedules, Attendance)
- Blackboard Communications: Please ensure that your contact information (home/mobile phone number and email address) are up to date and correct in Focus to ensure you receive emails, text messages, and phone calls from teachers, administrators, and district officials.

Scenario 1 (Brick and Mortar)

- Frequently update all communications platforms with relevant information
- Collaborate with Clay County Emergency Operations and The Health Department - Clay County to ensure consistent messaging across agencies
- Communicate relevant information with local news partners and other media outlets
- Create a Smart Restart website
- Communicate Smart Restart information across all platforms to ensure all stakeholders are aware of their options and plans for reopening schools
- Create and update a Smart Restart Parent FAQ document
- Create scripts for staff for COVID-19 related issues (positive test results, school closures, etc.)
- Develop Communication Procedures for Positive COVID-19 Test Results in conjunction with the Department of Health - Clay County

Scenario: Potential Positive Case

- 1) Student feels unwell in classroom
- 2) Teacher provides mask for student (if student isn't already wearing one)
- 3) Teacher sends student to health room

- 4) Nurse takes student's temperature standing outside the front of health room
- 5) Student has a reading over 100.4 F
- 6) Nurse isolates student until parent/guardian can pick up student
- 7) Test is positive (student must stay home for at least 72 hours regardless of testing)
- 8) Parent/guardian alerts school of positive test
- 9) School alerts District
- 10) District alerts Director at Department of Health - Clay County
- 11) Department of Health - Clay County conducts contact tracing for student
- 12) Based on results of contact tracing and recommendation from the Department of Health - Clay County, there will be determination of closure of classroom(s)/school and notification of additional students that need to self-isolate
- 13) Department of Health - Clay County will contact students' families if they need to self-isolate via a phone call and letter. [Click here to view the sample letter from the Health Department - Clay County that will be sent home if your students has come into prolonged contact with infected student](#)
- 14) Any student who is sent home sick with COVID-19- like symptoms must visit the health room for a temperature screening upon returning back to school.

Scenario: Potential Negative Case

- 1) Student feels unwell in classroom
- 2) Teacher provides mask for student (if student isn't already wearing one)
- 3) Teacher sends student to health room
- 4) Nurse takes student's temperature standing outside the front of health room
- 5) Student has a reading over 100.4 F
- 6) Nurse isolates student until parent/guardian can pick up student
- 7) Test is negative (student must stay home for at least 72 hours regardless of testing)
- 8) Operations resume as normal and the student goes back to school after 72 hours or when better. Any student who is sent home sick with COVID-19-like symptoms must visit the health room for a temperature screening upon returning back to school

School Message to Parent/Guardian: The school district/school has been notified of a possible positive case of Coronavirus; however, this information is protected by law through HIPAA. The Department of Health - Clay County is conducting contact tracing and will advise parents/guardians by phone call and letter if their student had prolonged contact with a positive case. Please refer to our Smart Restart Reopening Plan for the protocols in place for a positive case.
[CCDS Communications Guidance for COVID-19](#)

Scenario 2 (Hybrid)

- Continue protocols from Scenario 1
- Ensure all stakeholders are aware of hybrid scheduling information

Scenario 3 (Distance Learning)

- Continue protocols from Scenario 1
- Ensure all stakeholders are aware of distance learning information

Curriculum and Instruction

Department Lead: [Roger Dailey](#)

Clay County District Schools is committed to reopen our schools in a manner that provides an equitable education for all learners. This plan provides a framework for promoting a safe, healthy and socially-emotionally supportive environment for all students to thrive. Our school reopening plan prioritizes the safety of students and staff while following state and local health guidelines. Through all of this work, CCDS is committed to focusing on closing student achievement gaps and improving literacy. This plan will address three scenarios of reopening schools in terms of scheduling, curriculum and instruction as well as the needs of some of our most vulnerable students.

Scenario 1 (Brick and Mortar)

Scheduling

- **Elementary Schools:** Student schedules will continue to remain as they are. If students change classes between teachers, then the students will continue to change classes, but with local health guidelines and procedures in place. Students will also attend resource classes (art, music, PE, media, technology, etc.) in the resource teacher's classroom. If a child receives support from an ESE teacher, that teacher will continue to service him/her in the same environment. Therapies, such as Speech/Language, OT, PT, etc. will continue in small groups.
- **Secondary Schools:** Students will follow assigned schedules. Master scheduling guidelines include six periods of 50-minute classes with traditional rotations (Jr. High schools may have rotating schedules) while following current local and state health guidelines and procedures.

Curriculum and Instruction

- Students will receive instruction in standards-based grade-level material as well as the technology skills needed to prepare students for distance learning.
- Students will have access to Google Classrooms to allow for a smooth transition of standards-based instruction between scenarios.
- Students will learn using district-adopted resources aligned with curriculum and pacing guides in order to provide equitable learning opportunities in all scenarios.
- Students' needs will be identified through assessments in order to plan for student learning.
- Students will receive grades based on conventional policies.

Multi-tiered System of Supports (MTSS)

- MTSS is rooted in data informed practices and does not provide an automatic entry into ESE programs. During distance learning, if interventions were not in place or were not implemented with fidelity during virtual instruction, school based leadership teams (SBLT) should convene to analyze data, problem solve, and ensure interventions are implemented until response to intervention can be determined.
- Response to Intervention and Student Service Team (SST) meetings should only be held if interventions were consistently implemented with fidelity throughout the period of school closures. Conversely, these teams should not engage in determining a student's response to intervention with over two months of missing or inconsistent data.
- Consideration to Tier 1 interventions for closing the achievement gap should be carefully reviewed and implemented prior to considering Tier 2 interventions.

Specialized Instructional Support

Students with Disabilities

- Clay County District Schools will stay in accordance with local and state guidelines while maintaining Individualized Education Plan (IEP) requirements for students. This includes all related services and therapies.
- When students return to the brick and mortar setting, ESE teachers and related service providers will reassess student needs and convene IEP teams as appropriate to review the student's present level of performance, priority educational needs, ESE services, instructional accommodations, and academic and behavioral goals.
- 504 teams may convene as appropriate to reassess student needs and/or adjust classroom accommodations.

Students with Disabilities who are Medically Fragile

- Prior to the student returning to school, the student's IEP team will collaborate with parents, student's physician, district and school nurse, student's teacher(s), classroom paraprofessional(s), and school administrator(s) to ensure student is served in a safe environment and strict health guidelines are established and implemented. Reassess student needs as appropriate and adjust services as needed.

English Language Learners

- Students will receive instructional services as prescribed by the student's ELL plan to improve their language proficiency

Scenario 2 (Hybrid)

Scheduling

- **Elementary Schools:** Student schedules will continue to remain as they are. A cohort isolation model will be put into place that limits student movements and interactions throughout the schools. Teachers will move between classrooms while the students remain in the same classroom all day. Resource teachers (art, music, PE, technology, media, etc.) will visit the individual classrooms, following local and state health guidelines and procedures that will be in place. If a child receives support from an ESE teacher, that teacher will continue to service him/her in the same environment. Therapies such as Speech/Language, OT, and PT, will be modified based on student need and may be supported virtually.
- **Secondary Schools (Two Options):**
 - **Two Day Rotation** - Two days face to face (ex Group A will attend Monday/Thursday face to face with Tuesday, Wednesday, and Friday Distance Learning. Group B is Tuesday/Friday Face to Face with Monday, Wednesday, and Thursday Distance Learning. Wednesday is Distance Learning Day for all).

*Master Scheduling remains a six period day with 50 minute classes with traditional rotations while following current Florida Department of Health guidelines and procedures.

Curriculum and Instruction

- Students will receive instruction in standards-based grade-level material using the flipped classroom model - at home, students engage with the content independently; in the classroom, students apply that learning through highly engaging experiences.
- Students will continue to use Google Classroom to allow for a smooth transition of standards-based instruction between face-to-face and distance learning.
- Students will learn using district-adopted resources aligned with curriculum guides and paced in order to provide equitable learning opportunities for all.

- Instruction will be prioritized over assessment during days of face-to-face instruction.
- Students will continue to receive grades based on conventional policies.

Multi-Tiered System of Supports (MTSS)

- MTSS is rooted in data informed practices and does not provide an automatic entry into ESE programs. During distance learning, if interventions were not in place or were not implemented with fidelity during virtual instruction, school based leadership teams (SBLT) should convene to analyze data, problem solve, and ensure interventions are implemented until response to intervention can be determined.
- Response to Intervention and Student Service Team (SST) meetings should only be held if interventions were consistently implemented with fidelity throughout the period of school closures. Conversely, these teams should not engage in determining a student's response to intervention with over two months of missing or inconsistent data.
- Consideration to Tier 1 interventions for closing the achievement gap should be carefully reviewed and implemented prior to considering Tier 2 interventions.
- A plan should be in place to ensure Tier 2 and/or Tier 3 interventions are implemented with fidelity during virtual instruction.

Specialized Instructional Support

Students with Disabilities:

- Clay County District Schools will stay in accordance with local and state health guidelines while maintaining Individualized Education Plan (IEP) requirements for students. This includes all related services and therapies.
- When students return to the brick and mortar setting, ESE teachers and related service providers will reassess student needs and convene IEP teams as appropriate to review the student's present level of performance, priority educational needs, ESE services, instructional accommodations, and academic and behavioral goals.
- When students are engaged in virtual instruction, a Temporary Distance Learning Plan will be implemented to supplement ESE services/therapies normally provided to students in the brick and mortar setting. The Temporary Distance Learning Plan will reflect (with parent input) what services can be appropriately and feasibly provided to benefit and support the student's educational needs in the distance learning environment.
- Students with 504 Accommodation Plans will receive instructional accommodations during distance learning.
- 504 teams may convene as appropriate to reassess student needs and/or adjust classroom accommodations.

Students with Disabilities who are Medically Fragile:

- All stakeholders will collaborate to ensure students are served in a safe environment following strict health guidelines to the greatest extent possible. Student needs are reassessed as appropriate. During distance learning the IEP team will implement a temporary distance learning plan. ESE services/related services will be provided virtually, telephonically, individualized offline activities, or through a combination of these delivery models.
- Students with 504 Accommodation Plans will receive instructional accommodations during distance learning.

English Language Learners

- Students will continue to receive instructional services as prescribed by the student's ELL plan to improve their language proficiency

Scenario 3 (Distance Learning)

Clay County District Schools are prepared with educational opportunities for our students to continue instruction through distance learning if a prolonged classroom or school closure should occur. The Instructional Continuity Plan is organized according to the template provided by Governor Ron DeSantis in his plan for [Reopening Florida's School and the CARES Act](#).

Please [click here](#) for our current version of the Instructional Continuity Plan. An updated version is coming soon.

Scheduling

- **Elementary Schools:** Students will utilize the Google Classroom platform and will receive daily assignments and instruction from their classroom teacher(s). Teachers will follow state standards and utilize district curriculum to support distance instruction.
- **Secondary Schools:** Student class schedules will remain the same while distance learning. Teachers will utilize the Google Classroom platform and follow the district master scheduling and instructional framework guidelines.

Curriculum and Instruction

- Students will receive instruction in standards-based grade-level material through Google Classroom assignments and during distance learning.
- Teachers will support student learning through digital tools.
- Students will continue to use Google Classroom to allow for a smooth transition of standards-based instruction between face-to-face and distance learning.
- Students will learn using district-adopted resources aligned with curriculum guides and paced in order to provide equitable learning opportunities for all.
- Students will receive feedback on their progress through a variety of digital tools.
- Students will continue to receive grades based on conventional policies.

Multi-tiered System of Supports (MTSS)

- A plan should be in place to ensure Tier 2 and/or Tier 3 interventions are implemented with fidelity during virtual instruction. Progress monitoring should continue to occur at regular intervals. All procedures should be followed in the virtual setting that would normally be followed in the brick and mortar setting.

Specialized Instructional Support

Students with Disabilities

- While students are engaged in virtual instruction, all ESE students will have a Temporary Distance Learning Plan in addition to the district's Instructional Continuity Plan. The Temporary Distance Learning Plan will reflect (with parent input) what services can be appropriately and feasibly provided to benefit and support the student's educational needs in the distance learning environment. ESE students will be provided with ESE Services/Related Services virtually, telephonically, or individualized offline activities. Services may also be provided using any combination of these methods.

- Students with 504 Accommodation Plans will receive instructional accommodations during distance learning.

Students with Disabilities who are Medically Fragile

- IEP teams will implement Temporary Distance Learning Plans for students in exceptional education. ESE students will be provided with ESE services/related services virtually, telephonically, or individualized offline activities, or through a combination of these delivery models.
- For students determined eligible for Hospital/Homebound, services will be provided through distance learning.
- Students with 504 Accommodation Plans will receive instructional accommodations during distance learning.

English Language Learners

- When students are engaged in distance learning, a temporary distance learning plan will be implemented to supplement ELL services normally provided when a student is present in the brick and mortar setting.

Custodial Services

Department Lead: [Jim Fossa](#)

Routine cleaning and disinfecting is always key to maintaining a safe environment for our faculty, students and staff. Cleaning removes dirt and most germs and is best done with soap and water. Principals will ensure that there are adequate supplies to support the increased cleaning and disinfection of facilities when returning to school.

Scenario 1 (Brick and Mortar)

- Intensify daily cleaning and disinfection efforts throughout the facility.
- Each school and facility will utilize the Electrostatic Sprayers to disinfect in a thorough and efficient manner.
- Throughout the day, custodial staff will move through common travel spaces and spray disinfect high touch items. Door handles, drinking fountains, push plates, door jams, railings, etc.
- Hand sanitizer stands have been purchased for each school for the following locations: front office, health room, media center, gymnasiums, cafeteria entrances, and extra that can be moved to high traffic areas.
- Common restrooms will be swept, restocked, fixtures cleaned and disinfected throughout the day.
- At the end of instructional day, routine cleaning procedures will be followed, including disinfecting surfaces and objects that are frequently touched.
- Vacuum all permanent carpeting.

Scenario 2 (Hybrid)

- Continue protocols from scenario 1

Scenario 3 (Distance Learning)

- Keep daily “not in session” cleaning and disinfection schedule throughout the facility.

In the instance of a confirmed person with COVID-19 in a classroom/building, the custodial and school-based leadership team will take the following steps:

- Close off areas used by the individuals and use the school-based rapid response cleaning team to deep clean infected areas using the Electrostatic Cleaners.
- Open outside doors and windows to increase air circulation.
- Prior to reopening the classroom or school, clean and disinfect all areas used by the ill individual(s) and focus on high touch areas.

Facilities

Department Lead: [Bryce Ellis](#)

The Facilities Department encompasses 42 schools and over 50 facilities countywide. The Facilities Department is responsible for the oversight of major and minor construction projects on all school campuses including new construction, renovations, repairs, replacements of mechanical, electrical, and plumbing systems, civil work, roofing, large and small scale renovations. The Facilities and Code Enforcement departments are responsible for making sure Florida Building Codes are followed to ensure the safety of all stakeholders on our campuses. These contractors do not normally come in contact with student or instructional staff. The below scenarios detail the use of facilities for the 2020-2021 school year following social distancing recommendations with campus movement and group gatherings.

Scenario 1 (Brick and Mortar)

- Run a closed campus model where only students and staff are permitted on campus.
- Pre-K, Head Start, and Daycare drop off and pick up guidelines will be modified to eliminate unnecessary contact.
- Hallways and stairwells will be one way where possible and/or utilize signage with “keep right” on the floor to keep traffic moving in one direction. The district has purchased signage for reminding students and staff about social distancing, hygiene, and directions for movement on campus.
- Staggered schedule for elementary recess and utilizing more fields and free play areas throughout the campus when possible.
- All facilities and schools will have hand sanitizing stations in common areas and will have hand sanitizing pumps in each classroom.
- Large Group gatherings, such as grade level orientations/assemblies and pep rallies should be done virtually if they are not able to be accommodated outside with social distancing for the student body.
- Plexi-dividers will be installed in common spaces such as the media center, main office, cafeteria, and guidance.
- Each school will have a Smart Restart School-based Plan that is specific to their campus. This plan will include campus movement and social distancing protocols for the following areas within the facility:
 - Cafeteria
 - Hallways/Stairways for Transition
 - Classrooms/Learning Environments
 - Health Room

- Isolation Room
- PE/Gym Locker Rooms
- Communal Bathrooms
- Media Center
- Gymnasium
- Bus Loop/Parent Pickup and Drop Off

Scenario 2 (Hybrid)

- Continue protocols for Scenario 1

Scenario 3 (Distance Learning)

- Campuses and facilities will be utilized strictly for employees only.

Sample Signage for Communicating Social Distancing and Proper Hygiene throughout school facilities:



Food and Nutrition Services

Department Lead: [Susie Glover](#)

The Food and Nutrition Services Department (FNS) continues to provide healthy, nutritious, appetizing and affordable meals to the students of Clay County District Schools. The FNS Department provides technical assistance and training to all cafeteria staff. The department's focus is to ensure all aspects of the food service operation is functioning in an effective and efficient manner.

The FNS Department is financially self-sufficient. Generated revenue pays all cafeteria support and administrative salaries to include district office staff. All food, supplies, and equipment are expended through the FNS budget.

Scenario 1 (Brick and Mortar)

- Students will come through the serving line standing 6-feet apart to receive their meal. Meals are consumed in the cafeteria or outside with social distancing of 6-feet apart. Repurpose other recreational rooms such as the media center and gymnasium to maximize spacing between students.
- Sanitize high-touch areas to include serving lines, silverware containers, and door handles. High-touch areas, such as serving lines, will be cleaned and sanitized by FNS staff throughout the meal service and at the end of the meal service.
- Student identification cards will be used to allow minimal contact at the point of sale.
- Social distance stickers will be on the floor at each serving line.
- Outdoor eating will be encouraged per allowable space per individual school. Indoor eating will be spaced as space allows per individual school.
- Allow time for restroom breaks before lunch to provide an additional, timely opportunity for handwashing.
- Hand sanitizer will be available at the beginning of each serving line.
- Strategic use and placement of age-appropriate signs at common areas where hand hygiene is recommended (doors; restroom sinks; walls near table ends, registers and serving lines).
- Scheduled use of the intercom system to remind students and staff of social distancing and the importance of hygiene practices.
- Students eating in cohorts and seating charts to help with contact tracing.
- Provide consistent staff re-education and reminders for new processes and expectations. Cleaning and disinfecting between each meal session and serving time, including the changing of gloves and performance of hand hygiene by nutrition staff, cleaning of tables, registers and high-touch surfaces
- Provide food options that reduce the risk of contamination by minimizing buffet-style serving, increasing use of foods easily transported safely to other areas (sandwiches, fruits, salads, packaged goods) while remaining sensitive to food allergies.

Scenario 2 (Hybrid)

- Continue protocols from Scenario 1
- If students are on a hybrid model, this will allow for more usable space in the cafeteria and other areas for lunch.
- School Nutrition Programs operate under the regulations of the United States Department of Agriculture. Waivers were just released by USDA to allow flexibility in this area. We will be receiving additional guidance from the state on the details of how we can provide meals to students that qualify during a hybrid model.

Scenario 3 (Distance Learning)

- Continue with Grab-and-Go meal distribution at designated schools. Students will be able to pick up a lunch for the day and a breakfast for the following day.

Information and Technology Services

Department Lead: [Ethan Caren](#)

Whether work and learning takes place on campuses or at home, Information and Technology Services will strive to meet the needs of all students, employees, and parents to ensure that our #OneClay community can continue to move forward towards successfully meeting established goals and objectives. The Information and Technology Services (ITS) department is dedicated to supporting the students and employees of Clay County District Schools by providing high-quality technical experiences, including:

- Providing safe and reliable access to the CCDS Network;
- Providing managed devices that allow students and staff to access network resources;
- Cultivating a sense of fiscally responsible innovation in our department to provide the best possible resources to our students and staff;
- Holding high expectations for our staff members to assist students and staff in utilizing digital resources safely and effectively.

Scenario 1 (Brick and Mortar)

- Survey CCDS parents to determine students who need a Chromebook/WiFi Hotspot for distance learning to proactively determine distribution of devices should they be needed for distance learning
- Distribute devices to ensure instructional needs can be met in classrooms
 - Inventory all Chromebooks and WiFi Hotspots utilizing Destiny Resource Manager
- Provide training to employees, students, and parents in utilizing Clay County devices, digital platforms, and online resources
 - Online self-paced learning for all employees
 - Online tutorials for students and parents
- Provide support to employees, students, and parents utilizing Clay County devices, digital platforms, and online resources
 - Continue to utilize the SchoolDude ticketing system and Service Desk to support employees
- Develop a plan to provide a 1:1 ratio of Chromebooks to students to support blended learning

Scenario 2 (Hybrid)

- Continue protocols from scenario 1
- Increase trainings for teachers in best practices for hybrid instruction
- Increase support protocols for parents and students utilizing technology at home

Scenario 3 (Distance Learning)

- Continue protocols from scenario 1

- Increase trainings for teachers in best practices for distance learning instruction
- Increase support protocols for parents and students utilizing technology at home

Mental Health and Wellness

Department Lead: [Laura Fogarty](#)

Clay County District Schools recognizes that efforts to address social and emotional and mental and behavioral health needs of our students and staff will need to be a priority in planning for our schools to reopen. Our district established SEL priorities: Sense of Wellness, Sense of Connectedness, and Sense of Safety will continue to be our focus as we seek to ensure that all staff and students feel their physical and mental needs are met in a culturally relevant and equitable manner. Protocol for attending to staff, students, parents, and our community are itemized below per each attendance scenario we may find ourselves in the 20-21 school year.

Scenario 1 (Brick and Mortar)

Schools and Classrooms

- To foster a positive classroom climate and culture, the teachers will focus on the three R's: Relationships, Routines, Resilience.
- Administrators and school counselors will create a welcome back to school video to foster a welcoming school environment and sense of belonging.
- All itinerants (Therapists, Psychologists, County Office Supports, Staffing Specialists, etc) will be at a school to help with the welcoming of students.
- Prior to school Video/Virtual Orientation from teachers (individual or small group Google Meet for student(s) and/or generic video for whole class).
- As a relationship builder, teachers greet and connect with students at the classroom door .
- Provide resources for teachers to help them support students in their classroom who are experiencing emotional or behavioral issues. The resources will be helpful Talking Points for Teachers from School Counselors.
- School Counselors and Social Workers will create Google Forms for students, teachers, and parents to Request Assistance or individual counseling.
- Student Success Meetings will use a team approach to assess for increased needs appropriate referrals
- School Counselors and social workers will run small groups to address student issues that need more intentional, directed support.

Communication

- District-wide communication to promote consistent information and resources through the district website, Facebook, Clay Connect newsletter, and more regarding COVID-19, and SEL Resources.
- Share Social Emotional Learning Links with parents to build a social emotional intelligence bridge between home and school.
- Ensure parents have access to contact information for school-based mental health personnel (school counselors, social workers, school psychologists, and school nurses).
- During staff monthly meetings, school leaders will increase staff connection activities to build a positive climate and enhance SEL staff awareness.

- Provide parents informative handouts about the importance of routines at home and how to foster socially and emotionally competence in students.

Scenario 2 (Hybrid)

Schools and Classrooms

- Continue protocols from Scenario 1
- Weekly Wellness Check in with school counselors through the Google Classroom.
- School based mental health professionals will offer virtual counseling sessions.
- Utilize Google Form to Request Assistance (from Guidance/Social Work) for student concerns
- Send Parent Newsletters using Smores or other online newsletters from Administrators and Counselors.
- Weekly phone calls to check in with students and families in an effort to stay connected with all students.

Communication

- Continue protocols from Scenario 1
- Provide teachers a platform to discuss successful techniques for engaging online learning.

Scenario 3 (Distance Learning)

Schools and Classrooms

- Continue protocols from Scenario 1 and 2
- Weekly Wellness Check in with school counselors through the Google Classroom.
- School-based mental health professionals will offer virtual counseling sessions.
- Utilize Google Form to Request Assistance (from Guidance/Social Work) for student concerns
- Send Parent Newsletters using Smores or other online newsletters from Administrators and Counselors.
- Weekly phone calls to check in with students and families in an effort to stay connected with all students.

Communication

- Continue protocols from Scenario 1 and 2
- During monthly staff meetings (virtual), school leaders will increase staff connection activities to build a positive climate and enhance SEL staff awareness.
- Provide parents informative handouts about the importance of routines at home and how to foster socially and emotionally competence in students.
- Provide teachers a platform to discuss successful techniques for engaging online learning.

School Health Services

Department Lead: [Kristin Riebe](#)

In light of COVID-19, the nursing staff will be trained in recognizing the symptoms of the virus. Nurses will also be trained on the proper way to remove gowns, gloves, and masks after caring for someone suspected of having the virus. Health rooms are being divided and special instructions are in place to care for ill children and well children. We are limiting the number of students in the health room at one time. Additionally all staff will be trained on how to properly wear a mask and dispose of gloves per CDC recommendations and videos. HIPAA and FERPA rules will be taught and reviewed to protect the privacy of students and staff that may become ill.

Scenario 1 (Brick and Mortar)

- Nurses open school health rooms, review student medical records, schedule mandatory health screening dates.
- Clinic Assistant to assist the nurse, one person to care for ill students, one to attend to well students that need medication, or other services (sick area and a well room).
- Principals in the schools will designate a separate isolation area for sick students that present COVID-19 symptoms.
- Nurses will take extra care with medically complex students.
- Plan for when a student becomes ill - recommendations by CDC & NASN is to use a face covering (mask) for students who present with respiratory symptoms and/or fever over 100.4.
- Send out a “[When to Visit the Health Room](#)” to teachers and staff (this will help prevent non-needed visits to the Health Room) and this will minimize the number of students in the health room at one time this is covered in the [When to Return to School Plan](#).
- School health staff will use standard precautions (mask, gloves, and gowns) and frequent hand washing with soap and water.
- Students and staff that present with signs and/or symptoms of illness related to COVID-19 (fever, cough, shortness of breath, abdominal pain, nausea, vomiting, loss of taste or smell) shall not be allowed to remain on school campus as determined by the [Symptomatic Student Algorithm](#) and [Symptomatic Staff Algorithm](#).
- Continue to follow COVID-19 protocols established by the Florida Department of Health - Clay County.
- Nurses and other employees, including administrators, will emphasize hygiene with hand washing, sneezing into the elbow, and covering the mouth when coughing.
- Posters will be displayed about COVID-19 in high traffic areas.
- Nurses will be trained on PPE use at the beginning of the school year.
- The nurse room will provide a brochure created to educate about COVID-19 and testing sites for parents and staff.

Scenario 2 (Hybrid)

- Continue protocols from Scenario 2

Scenario 3 (Distance Learning)

- Nursing staff will be available for telemedicine and resources list/referrals
- Nurses gather health information on their students to create care plans, emergency action plans for when schools reopen.

- Review students health room records, schedule mandatory health screenings.
- Continue to educate parents and staff on the spread of COVID-19.
- Have all supplies ready and be prepared for students and staff to return to the brick and mortar schools.
- Continue training on the proper way to put PPEs on and how to remove PPEs without contaminating yourself.
- Continue to improve protocols from Scenario 1 and 2

Transportation

Department Lead: [Derald Sweatt](#)

Clay County District Schools (CCDS) currently provides daily round-trip transportation services for approximately 14,000 students on board district school buses. Our school buses already operate a three-tier bell system aligned with our school bell times, they commence their daily schedules as early as 5:00 a.m. and then our final buses do not return to our three compounds until approximately 5:30 p.m.

The times above do not take into account other trips that we operate on a normal basis including academic field trips and extra-curricular trips operated outside normal school operating hours.

These daily bus routes, academic field trips and extracurricular field trips are operated by **183** school bus drivers that currently work for Clay County District Schools.

The plan outlined below provides three suggested scenarios for safely providing Transportation Services during the reopening of Clay County District Schools.

Scenario 1 (Brick and Mortar)

All CCDS school buildings open as scheduled in August 2020 for all students with physical distance in place when feasible and enhanced school bus sanitation measures. Additional considerations regarding this option are detailed below.

- Assigned seats will be required for all students to allow for monitoring. We will require bus drivers to keep assigned seating charts for students. The seating charts will assign siblings together, then with classmates, or by grade level to help with cohorts. This will help with efficient and adequate contact tracing.
- Recommendation for Parent/Guardian Self Transportation
 - Recommend that all parents that are able to provide self transport to and from school whenever possible to increase and maintain better physical distancing from other students than possible on CCDS school buses.
- If students come to the bus exhibiting symptoms of illness, the student will be required to sit in the front row of the bus and use a mask for the duration of the ride.
- Personal Protective Equipment (PPE)
 - Students utilizing the bus will wear cloth masks at all times while on the bus to minimize risk of exposure to COVID-19 when social distancing cannot be achieved.
 - All Bus Drivers and Bus Monitors will wear masks to minimize their risk of exposure to COVID-19 when social distancing cannot be achieved.
 - Disposable gloves will be provided to staff for use when cleaning and sanitizing their assigned vehicle. Gloves should not be used at all times to prevent cross contamination while on the school bus.
- Hand Sanitizer - Hand Sanitizer will be accessible on all CCDS buses. Students will use sanitizer to disinfect their hands when entering and exiting the school bus.

- Additional Cleaning Measures
 - CCDS transportation will sanitize the bus between each Run and after their morning and afternoon routes.
 - The between Run sanitation will take approximately five to ten minutes cleaning cycle.
 - Between High School Run and Elementary Schools Run
 - Between Elementary School Run and Junior High School Run
 - Between any Run and any academically required Field Trip or other required extracurricular activity trip
- Electrostatic Sprayer - CCDS will spray all buses with disinfectant cleaner every evening. The spray will clean the hard to touch/reach areas on the bus. A signed verification document certifying that each bus was cleaned according to CCDS standards will be provided.

Scenario 2 (Hybrid)

This would allow for increased physical distancing on school buses and within school buildings alike. The hybrid model will follow a split session for students with face to face at brick and mortar schools and distance learning. Additional considerations regarding this option are detailed below.

- Continue protocols from Scenario 1
- Transport to school providing enhanced physical distancing and providing enhanced physical distancing in the school setting.
 - Group A
 - Attends school in building on two days per week
 - Attends virtually on other days of the week
 - Group B
 - Attends school in building on two days per week
 - Attends virtually on other days of the week

Scenario 3 (Distance Learning)

No transportation will be needed since all students will be learning through a distance learning model.

PART 4: Emergency Closing Procedures

There may be times when it becomes necessary to close a classroom, school, or the District to ensure the safety, health, and well-being of our students, staff, and community as a whole. Clay County District Schools are prepared with educational opportunities for our students to continue instruction through distance learning if a prolonged classroom or school closure should occur. The Instructional Continuity Plan is organized according to the template provided by Governor Ron DeSantis in his plan for [Reopening Florida's School and the CARES Act](#).

Please [click here](#) for our current version of the Instructional Continuity Plan. An updated version is coming soon.

Resources

Glossary of Terms

Blended Learning - Blended learning is a way of combining traditional and digital classroom experiences on a rotating basis. Students that participate in blended learning spend a portion of the school day at the brick and mortar campus and the other portion of the school day participating in virtual learning.

Brick and Mortar - This is the traditional public school model of curriculum and instruction. In this setting, students typically spend a set amount of time during the day being educated face-to-face by their teachers in a school building.

Distance Learning - OneClay Online is distance learning that is conducted in a virtual learning environment with electronic study content designed for self-paced (asynchronous) and live web-conferencing (synchronous) online teaching and learning.

Homeschool - Homeschool is to educate children at home instead of sending them to a school, especially on a permanent or long-term basis. Children who are homeschooled are taught by homeschoolers (parent or other guardian) and utilize their own curriculum. If you need Homeschool information or forms please visit: [CLAY COUNTY HOME EDUCATION WEBSITE](#)

Virtual Learning - Clay Virtual Academy is a learning experience that is enhanced through utilizing computers and the internet both outside and inside the facilities of the educational organization. The instruction most commonly takes place in an online environment. The teaching activities are carried out online whereby the teacher and students are physically separated (in terms of place, time, or both).

Additional Information

Appendix A - [Face Covering Exceptions](#)

CCDS Draft Communications Guidance for COVID-19

https://drive.google.com/file/d/1hEGNpQAYGP7k_i7x-YkjlL-4hVf7WYXt/view?usp=sharing

American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-entry -

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

Guidelines for Reopening Florida -

<https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf>

Reopening Florida's School and the CARES Act -

<http://www.fldoe.org/core/fileparse.php/19861/urlt/FLDOEReopeningCARESAct.pdf>

Florida's COVID-19 Data and Surveillance Dashboard -

<https://experience.arcgis.com/experience/96dd742462124fa0b38ddedb9b25e429>

Coronavirus: Characteristics of Pediatric Florida Resident Cases -

http://ww11.doh.state.fl.us/comm/_partners/covid19_report_archive/pediatric_report_latest.pdf

SUPERINTENDENT'S AUTHORITY

Due to the ever-changing conditions resulting from the COVID 19 pandemic and the effects that unforeseen changes may have on the implementation of this Reopening Plan, the Superintendent of Schools is authorized to make any adjustments necessary, consistent with the structure and intent of this Plan, to protect the health, safety and welfare of Clay District Schools' students and staff and the citizens of Clay County..

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT
The 2020-2021 Clay County District Schools
Smart Restart School Reopening Plan

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approved on August 26, 2020 the advertisement of The 2020-2021 Clay County District Schools Smart Restart School Reopening Plan..

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of The 2020-2021 Clay County District Schools Smart Restart School Reopening Plan is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - August 26, 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 2020-2021 Clay County District Schools Smart Restart School Reopening 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 policy was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt The 2020-2021 Clay County District Schools Smart Restart School Reopening Plan following a public hearing. ***The public hearing shall be held on Thursday, October 1, 2020,*** during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net 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

October 1, 2020 - Regular School Board Meeting

Title

D2 - Public Hearing to Approve as Advertised Amendment to School Board Policy 6.80, Transportation of School Children (Mrs. Bullock)

Description

There is currently no School Board Policy which addresses the occasional need for transportation of school children to be transported to essential activities (medical and education enhancement) by non-employees of the School District utilizing School Board Owned passenger vehicles ("white fleet"). Employees of the Children's Home Society who are working at Clay schools as part of the Clay Community Partnership School Project have need of the ability to perform such transport. Transport would be for essential activities, would occur after consent is obtained from parents and the school or district administration and their vehicle use would be monitored. Florida Statute 1006.22(1)(b) requires that policy must be adopted to implement procedures to be utilized in implementing this activity.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Approval of this item will allow specified individuals who are not employed by the School Board to transport students at certain specified schools off campus to attend to specified activities using district owned passenger vehicles.

Strategic Plan Goal

Provide access to essential services for students in the Clay Community Partnership School Project

Recommendation

Approve as advertised Amendment to School Board Policy 6.80, Transportation of School Children

Contact

Tina Bullock, School Board Member; J. Bruce Bickner, School Board Attorney

Financial Impact

Undetermined at this time.

Review Comments**Attachments**

☞ [Proposed School Board Policy 6.docx Amended \(2\).docx REVISED FINAL.pdf](#)

☞ [Legal Adv Public Hearing SB Policy 6.80.pdf](#)

Proposed School Board Policy

6.80

C. Transportation of students in school district vehicle other than a school bus, driven by an individual that is not a school board employee.

The School Board of Clay County, Florida has entered into a Memorandum of Understanding with Children's Home Society ("CHS") to provide student services as part of the Clay Community Partnership School Project. The participating schools are Keystone High School, Wilkinson Junior High School and Orange Park High School. Due to various circumstances, participating students are often unable to properly avail themselves to medical care and participation in outreach/education enhancement programs; transportation is the issue. This Policy is intended to provide for the use of district vehicles, commonly known as "the white fleet" by employees of Children's Home Society who are working with students at schools participating in the Clay Community Partnership School Project. The parameters of such use are set forth herein.

1. Operation and use of district owned vehicles by individuals who are not district employees to transport students shall be for the limited purposes of transporting the student essential activities/services, those being either to a medical facility or physician's office for an appointment which is other than emergency care or to participate in off campus outreach/education enhancement programs.
2. The District vehicle utilized for student transport must be a passenger car or multipurpose passenger vehicle or truck, described as defined in 49 C.F.R. Sec. 571.3(b) and must be designed to transport fewer than 10 passengers.
3. All occupants must be transported in designated seating positions and must use the occupant crash protection system (seatbelts) provided by the manufacturer unless the student's physical condition prohibits such use. In the event that a child aged five (5) years or younger is transported, said child(ren) shall be restrained by a child safety restraint (age 3 years or younger), or a seat belt or child restraint device (age 4 or 5 years) in compliance with F.S. 316.614(4)(a) and 316.613(1)(a).
4. The vehicle shall not, under any circumstance, be driven by a student on a public right of way.
5. The non-School Board employee driver must have and maintain a valid Florida driver license.
6. The non-School Board employee driver must comply with, and meet all requirements of, the Clay County school district's locally adopted safe driver plan, which includes review of driving records for disqualifying violations.
7. Written parental consent to transport students by persons and for purposes described herein must be provided to the school Principal no later than the day before transport is to take place.
8. Arrangements for use of district owned vehicles for purposes set forth herein must be made with the school Principal and/or the Director of Transportation by the CHS employee no later than one business day prior to the day of intended vehicle use. The required form (written or oral) by which the request/notification will be made shall be determined by the Principal and/or the Director of Transportation.
9. The CHS employee may be held personally liable for any accidents or injuries which occur during transport of students for purposes set forth herein.
10. Consequences for violating this policy shall include termination of district vehicle use by the individual and may include barring the offending individual(s) from entering upon any Clay District school campus.

(Ref. F.S. 1006.22(1)(b) Adopted:

**SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT
Amendment to School Board Policy 6.80,
Transportation of School Children**

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approved on August 26, 2020 the advertisement of Amendment to School Board Policy 6.80, Transportation of School Children..

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 Amendment to School Board Policy 6.80, Transportation of School Children is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - August 26, 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 Amendment to School Board Policy 6.80, Transportation of School Children 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 policy was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt Amendment to School Board Policy 6.80, Transportation of School Children following a public hearing. ***The public hearing shall be held on Thursday, October 1, 2020***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

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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

October 1, 2020 - Regular School Board Meeting

Title

D3 - 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

October 1, 2020 - Regular School Board Meeting

Title

D4 - Public Hearing to Approve as Advertised the 2019-2020 through 2021-2022 Special Policies and Procedures (SP&P) Manual

Description

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

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

Strategic Goal 1 Develop Great Educators and Leaders

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

Recommendation

Approve the 2019-2020 through 2021-2022 Special Policies and Procedures (SP&P) Manual. The SP&P has always been adopted by the Board.

Contact

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

Melanie Sanders, Director, Exceptional Student Education, 904-336-6866, melanie.sanders@myoneclay.net

Financial Impact

No financial impact.

Review Comments

Attachments

- 🔗 [2019-2020 SP&P_ Clay.pdf](#)
- 🔗 [SIGNATURE PAGE-2019-2022 \(fillable\) \(1\).pdf](#)
- 🔗 [19-20 Revisions to SP&P Manual.pdf](#)
- 🔗 [Legal Adv Public Hearing SP&P Manual.pdf](#)

FLORIDA DEPARTMENT OF EDUCATION

DIVISION OF K-12 PUBLIC SCHOOLS

BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

School District

Clay

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

EFFECTIVE DATE:

2019-2020 through 2021-2022

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Part I. General Policies and Procedures

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

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations(CFR) § 300.641

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

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

Requirement Related to ESE Policies and Procedures

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

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

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

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

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

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

District Level Standards

Districts shall:

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

District Monitoring Standards

Districts shall:

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

School Level Standards

Schools shall:

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

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

Requirement Related to the Use of Restraint and Seclusion

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

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

District Policies Regarding Restraint and Seclusion

Physical restraint – One of the following must be selected:

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

Seclusion – One of the following must be selected:

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

Assurances

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

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

Documentation and Incident Reporting

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

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

District Procedures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Does the district prohibit the use of restraint?

- ☐ Yes
☒ No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No students were restrained 15 or more times.

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

- ☒ Yes
☐ No

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

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

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

- ☒ Yes
☐ No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Does the district prohibit the use of seclusion?

- ☒ Yes
☐ No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No students were secluded 15 or more times.

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

Who coordinates the inspection conducted by the Fire Marshal?

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

How is the safety of the seclusion rooms monitored?

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

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

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

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

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

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

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

The district has 0 seclusion rooms in operation.

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

The district does not have any seclusion rooms.

When are the seclusion rooms used?

The district prohibits the use of seclusion.

How are the seclusion rooms used?

The district prohibits the use of seclusion.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statutory and Regulatory Citations

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

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

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

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

Full Educational Opportunity Goal (FEOG)

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

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

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

Ages of Students Served

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

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

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

- ☐ Yes
- ☒ No

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

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

- ☒ Yes
- ☐ No

Section B.2: Parental Input and Meetings

Parental Input and Meetings

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

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

One of the following must be selected:

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

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

Collaboration of Public and Private Instructional Personnel

Section 1003.572, F.S., provides:

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

Written Agreements

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

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

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

- ☐ Yes
☒ No

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

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

- ☐ Yes
☒ No

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

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

- ☒ Yes
☐ No

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

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

Section B.4: Department of Juvenile Justice Facilities

Department of Juvenile Justice Facilities

Statutory and Regulatory Citations

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

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

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

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

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

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

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

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

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

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

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

Contractual Arrangements with Private Schools

Statutory and Regulatory Citations

Section 1003.52, F.S.

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

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

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

District Responsibilities

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

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

Contents of Contract

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

Additional District Responsibilities

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

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

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

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

Florida Educational Finance Program (FEFP) Funds

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

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

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

Notes:

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

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

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

- ☒ Yes
☐ No

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

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

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

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

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

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

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

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

Limited English Proficiency (LEP) Students

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

Section B.7: Child Find

Child Find

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

Section B.8: Confidentiality of Student Records

Confidentiality of Student Records

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

1. Access rights

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

2. Amendment of student records

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

3. Consent

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

4. Safeguards

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

5. Destruction of information

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

6. Annual written notice to parents

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

7. Free Appropriate Public Education (FAPE)

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

8. Transition from Part C to Part B

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

9. Funding formula

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

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

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

Coordinated Early Intervening Services (CEIS)

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

CEIS may be used for:

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

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

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

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

National Instructional Materials Access Center (NIMAC)

Statutory and Regulatory Citations

34 CFR §300.172

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

DRAFT

Section C.1: Exceptional Student Education Procedural Safeguards

Statutory and Regulatory Citations

34 CFR §§300.500–300.536

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

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

Procedural Safeguards

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

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

1. Procedural safeguards for students with disabilities

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

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

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

One of the following must be selected:

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

2. Procedural safeguards for exceptional students who are gifted

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

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

One of the following must be selected:

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

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

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

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

Statutory and Regulatory Citations

34 CFR §§300.9, 300.300 and 300.503

Section 1003.4282, F.S.

Procedures

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

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

Requirements or Options No Longer Applicable

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

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

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

Statutory and Regulatory Citations

34 CFR §§300.520 and 300.320

Chapter 744, F.S.

Section 393.12, F.S.

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

Procedures

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

Section D: Surrogate Parents

Statutory and Regulatory Citations

34 CFR §300.519

Sections 39.0016 and 1002.22, F.S.

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

Definition

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

Procedures

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

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

3. The person appointed as a surrogate parent:

- a. Must be acquainted with the child and become knowledgeable about his or her disability and educational needs
 - b. Must represent the child in all matters relating to identification, evaluation, and educational placement and the provision of a free and appropriate education to the child
 - c. Must represent the interests and safeguard the rights of the child in educational decisions that affect the child
4. The responsibilities of the person appointed as a surrogate parent shall not extend to the care, maintenance, custody, residential placement, or any other area not specifically related to the education of the child, unless the same person is appointed by the court for such other purposes.
5. A person appointed as a surrogate parent shall enjoy all of the procedural safeguards afforded a parent with respect to the identification, evaluation, and educational placement of a student with a disability or a student who is suspected of having a disability.
6. A person appointed as a surrogate parent shall not be held liable for actions taken in good faith on behalf of the student in protecting the special education rights of the child.
7. A school district may compensate persons appointed as surrogate parents. A person acting as a surrogate parent is not an employee of the school district or FDOE-contracted program solely because he or she is paid by the school district or FDOE-contracted program to serve as a surrogate parent.

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

One of the following must be selected:

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

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

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

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

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

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

Statutory and Regulatory Citations

34 CFR §§99.31 and 300.323

Sections 1003.01 and 1003.57, F.S.

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

Definition

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

Procedures

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

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

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

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

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

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

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

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

3. IEPs for students who transfer from outside Florida

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

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

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

4. EPs for gifted students who transfer from outside Florida

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

5. Parental consent

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

6. Transmittal of records

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

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

Statutory and Regulatory Citations

34 CFR §300.154

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

Procedures

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

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

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

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

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Section G: General Education Intervention Procedures

Statutory and Regulatory Citations

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

Sections 1008.25 and 381.0056, F.S.

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

Definition

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

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

1. Parent involvement in general education intervention procedures

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

2. Observations of student in the educational environment

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

3. Review of data

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

4. Sensory screenings and diagnostic assessments

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

5. Implementation of evidence-based interventions

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

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

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

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

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

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

- ☒ Yes
☐ No

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

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

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

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

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

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

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

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

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

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

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

DRAFT

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

Statutory and Regulatory Citations

34 CFR §§300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

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

Definition

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

Procedures for Initiating an Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DRAFT

Section H.2: Conducting Student Evaluations and Reevaluations

Statutory and Regulatory Citations

34 CFR §§300.131 and 300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

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

Definitions

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

Procedures for Evaluation

1. Responsibility for evaluation

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

2. Evaluation timelines

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

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

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

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

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

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

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

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

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

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

3. Parent consent

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

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

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

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

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

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

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

- i. A biological or adoptive parent of a student
- ii. A foster parent

- iii. A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student (but not the State if the student is a ward of the State)
 - iv. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare
 - v. A surrogate parent who has been appointed in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C.
- d. If the parent refuses consent for an evaluation to determine eligibility as a student with a disability, the school district may continue to pursue consent for the evaluation by using the mediation or due process procedures. A district is not required to pursue an initial evaluation when the parent refuses consent and does not violate its child find or evaluation obligations if it declines to do so.
- e. The school district may not use a parent's refusal to consent to initial evaluation to deny the parent or student any other service of the school district, except as provided by Rule 6A-6.0331, F.A.C.

4. Evaluation procedures

- a. As part of an initial evaluation, a team of qualified professionals and the parent, as appropriate, must take the following actions:
- i. Review existing evaluation data on the student, including:
 - Evaluations and information provided by the student's parents,
 - Current classroom-based, local, or State assessments and classroom-based observations, and
 - Observations by teachers and related services providers.
 - ii. Identify, on the basis of that review and input from the student's parents, what additional data, if any, are needed to determine the following:
 - Whether the student is a student with a disability
 - The educational needs of the student
 - iii. The group conducting this review may do so without a meeting.
 - iv. The school district shall administer tests and other evaluation measures as may be needed to produce the data that is to be reviewed under this section.
 - v. If the determination under this section is that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the school district shall notify the student's parents of:
 - That determination and the reasons for the determination; and
 - The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and to determine the student's educational needs. The school district is not required to conduct the assessment unless requested to do so by the student's parents.
 - vi. In conducting an evaluation, the school district:
 - Uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student within a data-based problem-solving process, including information about the student's response to evidence-based interventions as applicable, and information provided by the parent. This evaluation data may assist in determining whether the student is eligible for ESE and the content of the student's IEP or EP. The evaluation should include information that enables a student with a disability to be involved and progress in the general curriculum (or for a preschool child, to participate in appropriate activities) or identifies the needs beyond the general curriculum of a student who is gifted.

- Does not use any single measure or assessment as the sole criterion for determining eligibility or educational programming.
 - Uses technically sound instruments that assess the relative contribution of cognitive and behavioral factors, in addition to physical and developmental factors.
- b. The school district ensures that assessments and other evaluation materials and procedures used to assess a student:
- Are selected and administered so as not to discriminate on a racial or cultural basis
 - Are provided and administered in the student's native language, or other mode of communication, and in the form that most accurately measures what the student knows and can do
 - Are used for purposes for which the measures are reliable and valid
 - Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments
- c. Assessments are selected and administered to best ensure that, if administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level, or whatever other factors the test purports to measure, rather than reflecting the student's sensory, manual, or speaking skills, unless those are the factors being measured.
- d. Assessments and other evaluation materials and procedures include measures that assess specific areas of educational need rather than those merely designed to provide a single general intelligence quotient. The school district uses assessment tools and strategies that provide relevant information that directly assists in determining the educational needs of the student.
- e. The student is assessed in all areas of the suspected disability, including, if appropriate, health; vision, hearing, social emotional status, general intelligence, academic performance, communicative status, and motor abilities. The evaluation is sufficiently comprehensive to identify all of the student's ESE needs, whether or not commonly linked to the suspected disability.

A [Web-based Evaluation Resource](http://sss.usf.edu/resources/topic/ease/ESE_Eval/General/General.html) developed to assist districts in selection of instruments for conducting diagnostic assessments, eligibility evaluations and for screening and progress monitoring is available at http://sss.usf.edu/resources/topic/ease/ESE_Eval/General/General.html.

5. If the parent obtains an independent educational evaluation at their own expense, the results shall be considered by the school district when making decisions regarding the student, if the evaluation meets school district criteria.
6. Following completion of the student's evaluation, the school district shall not unreasonably delay the determination of a student's eligibility for ESE services.

Describe the district's procedures for ensuring that a student's eligibility for ESE services is determined within a reasonable time following completion of the student's evaluation.

At each school, all referrals for ESE services are maintained in the ESE office. As evaluations or re-evaluations are completed (i.e. psycho-educational evaluations, Speech/Language evaluations etc.) the evaluation reports are returned to the student's referral in the ESE office. An ESE Staffing specialist assigned to the school, reviews these referrals on a weekly basis and ensures an eligibility meeting is promptly scheduled. Also, ESE secretaries at each school help to monitor this process daily, and they are tasked to ensure eligibility meetings are scheduled within a reasonable time frame. Once an evaluation is complete, eligibility meetings are typically held within three weeks. In the unusual instance that an evaluation or re-evaluation has been completed but additional data do not yet exist sufficient to make an eligibility determination, the district will expedite its efforts to obtain all such data and will convene an eligibility team meeting without unreasonable delay generally no later than three weeks following the completion of the student's evaluation.

Procedures for Reevaluation

1. Reevaluation is required in the following circumstances.

- a. Reevaluations must occur at least every three years, unless the parent and the school district agree that reevaluation is not needed. Reevaluation for Deaf/Hard-of-Hearing, Dual Sensory Impaired and Visually Impaired are not able to have reevaluation procedures waived.
- b. Reevaluation is required whenever the educational or related services needs of the student warrant a reevaluation or if the student's parent or teacher requests it.
- c. Reevaluation is required prior to the determination that the student is no longer a student with a disability in need of specially designed instruction and related services.
- d. Reevaluation of the student may **not** occur more than once a year, unless the parent and the school district agree otherwise.
- e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.
- f. Based on 34 CFR §§300.130 and 300.131, the district is responsible for reevaluation of students with disabilities attending:
 - Nonprofit private schools located within the district
 - For-profit private schools and are residents in the district
 - Home education

2. Reevaluation procedures

As part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must take the following actions:

- a. Review existing evaluation data on the student, including evaluations and information provided by the parents of the student and the student; current classroom-based district or state assessments and classroom-based observations by teachers and related services providers.
- b. Identify, on the basis of the review and parent input, what additional data, if any, are needed to determine the following:
 - Whether the student continues to have a disability;
 - The educational needs of the student;
 - The present levels of academic achievement and related developmental needs of the student;
 - Whether the student continues to need special education and related services; and
 - Whether any additions or modifications to the special education and related services are necessary to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general curriculum.
- c. The IEP team may conduct the review of existing evaluation data without a meeting.
- d. If the IEP team determines that no additional evaluation data are needed to determine whether the student continues to be a student with a disability, and to determine the student's educational needs, the reevaluation is complete and the school district shall notify the student's parent(s) of the following:
 - The determination and the reasons for that determination and
 - The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and determine the student's educational needs.

The school district is not required to conduct the assessment unless requested to do so by the student's parents.

- e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the

student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.

f. The following rules require the administration of specific assessments as a part of a student's reevaluation:

- Rule 6A-6.03013, F.A.C., Students Who Are Deaf or Hard-of Hearing
- Rule 6A-6.03014, F.A.C., Students Who Are Visually Impaired
- Rule 6A-6.03022, F.A.C., Students Who Are Dual-Sensory Impaired

For students determined eligible under these rules, the administration of formal assessments at reevaluation must be completed in accordance with the requirements of these rules.

3. Parental consent when additional data are needed

- a. The school district must obtain informed parental consent prior to conducting any reevaluation of a student with a disability.
- b. Informed parental consent for reevaluation need not be obtained if the district can demonstrate that it made reasonable efforts to obtain such consent and the student's parent failed to respond.

4. Reevaluation timelines

- a. The district must complete a reevaluation every three years unless the parent and the school district agree that a reevaluation is unnecessary.
- b. If the IEP team identifies the need for additional data, the additional data collection must be completed within a reasonable time and prior to reevaluation due date if a triennial evaluation.
- c. If an IEP team makes a recommendation for a student with a disability to receive an assistive technology assessment, that assessment must be completed within 60 school days after the team's recommendation.

Describe the district's procedures for ensuring that a reevaluation is conducted at least every three (3) years.

The ESE teacher is responsible for searching the database monthly to determine the three-year reevaluation due date for his/her assigned case load. Working in conjunction with the ESE secretary the reevaluation review meeting is scheduled, often times in tandem with the annual IEP review. At the review step IEP meeting the team determines the areas for which additional assessment is needed, if any. Parent consent for reevaluation is obtained or documented efforts to obtain consent are maintained and the reevaluation is completed.

Describe the district's procedures for ensuring that assessments and other data collection procedures are completed within a reasonable time following the review when the IEP team determines that additional data are needed.

Various school staff may identify the need to conduct a reevaluation more frequently than the three-year required reevaluation. In these cases the ESE secretary schedules the reevaluation review meeting as soon as possible and within a reasonable time frame. Parent consent for reevaluation is obtained or documented efforts to obtain consent are maintained. When appropriate, the RTI and/or referral process is initiated. The reevaluation is completed within a reasonable amount of time (typically within six weeks or if applicable, within six weeks of the completion of the RTI or referral process) and eligibility staffings and IEP meetings are scheduled and held.

Note: When a parent requests a reevaluation, the school's IEP team may request a meeting with the parent for the purpose of reviewing existing data and to determine what additional data may be needed. The school may then, at that meeting, obtain parental consent for reevaluation, if appropriate. If the parent refuses to meet in a timely manner, the school must send the parent one of the following:

- A Prior Written Notice of Consent for Reevaluation form indicating what assessments will be administered based on the IEP team's review of data, or
- A Prior Written Notice of Refusal.

Describe the district's procedures in place when a parent requests a reevaluation.

When a parent requests a reevaluation, the IEP team convenes within a reasonable amount of time (within three weeks to review existing evaluation data on the student, including evaluations and information provided by the parents of the student and the student; current classroom-based district or state assessments and classroom-based observations by teachers and related services providers. The team identifies what additional data may be needed and parental consent for reevaluation is obtained, if appropriate. The district follows all of the reevaluation procedures listed in this section of the SP&P (H.2 Conducting Student Evaluations and Reevaluations). If the parent refuses to meet in a timely manner, the school must send the parent one of the following: A Prior Written Notice of Consent for Reevaluation form indicating what assessments will be administered based on the IEP team's review of data, or A Prior Written Notice of Refusal.

Describe the district's procedures for ensuring that an assistive technology assessment is completed within 60 school days after an IEP team makes the recommendation.

Through the reevaluation review step meeting, at an IEP review, an assistive technology assessment may be recommended. When it is, consent for reevaluation is documented. The ESE secretary logs the date of recommendation and the 60-school day expiration date and notifies the assistive technology specialist. The assistive technology specialist logs the due date and completes the evaluation within the 60-school days, including a functional evaluation of the student in his/her customary environment. There is no provision for adjustment of this 60-school day timeline due to student absences.

5. Determination of continued need for special education and related services

- a. A meeting of the individual educational plan team is convened to review all available information about the student, including reports from the additional evaluations, and to determine whether the student continues to be a student with a disability in need of special education and related services. If the student continues to be an eligible student, the student's individual educational plan is reviewed and revised, as appropriate, to incorporate the results of the reevaluation.
- b. If the reevaluation indicates that the student is no longer a student with a disability or that special education and related services are no longer needed, the parent must be provided prior written notice that these services will be discontinued.
- c. If the reevaluation indicates that the student's disability has changed (i.e., adding, deleting, or changing a disability category), the applicable eligibility staffing procedures are followed.

Section I: Independent Educational Evaluations

Statutory and Regulatory Citations

34 CFR §300.502

Rule 6A-6.03311, F.A.C.

Definition

An independent educational evaluation (IEE) is an evaluation conducted by a qualified evaluation specialist who is not employed by the school district responsible for the education of the student in question.

General

1. The parents of a student with a disability have the right to an IEE at public expense if the parent disagrees with an evaluation obtained by the school district.
2. The parent of a student with a disability is to be provided, upon request for an IEE, information about where an IEE may be obtained and the school district criteria applicable to IEEs.
3. Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.
4. Whenever an IEE is conducted, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the evaluation specialist, shall be the same as the criteria used by the school district when it initiates an evaluation, to the extent that those criteria are consistent with the parent's right to an IEE.
5. The school district may not impose conditions or timelines for obtaining an IEE at public expense other than those criteria described in rule 6A-6.03311, F.A.C.
6. If a parent requests an IEE at public expense, the school district must, without unnecessary delay, **either** :
 - o Ensure that an IEE is provided at public expense.
 - o Initiate a due process hearing under Rule 6A-6.03311, F.A.C. to show that its evaluation is appropriate or that the evaluation obtained by the parent did not meet the school district's criteria. If the school district initiates a hearing and the final decision from the hearing is that the school district's evaluation is appropriate, then the parent still has a right to an IEE but not at public expense.
7. If a parent requests an IEE, the school district may ask for the parent to give a reason why he or she objects to the district's evaluation. However, the explanation by the parent may not be required, and the school district may not unreasonably delay either providing the IEE at public expense or initiating a due process hearing to defend the district's evaluation.
8. A parent is entitled to only one IEE at public expense each time the school district conducts an evaluation with which the parent disagrees.
9. If the parent obtains an IEE at public expense or shares with the school district an evaluation obtained at private expense:
 - o The school district shall consider the results of such evaluation in any decision regarding the provision of FAPE to the student, if it meets appropriate school district criteria described in Rule 6A- 6.03311, F.A.C.
 - o The results of such evaluation may be presented by any party as evidence at any due process hearing regarding that student.
10. If an administrative law judge requests an IEE as part of a due process hearing, the cost of the evaluation must be at public expense.

Describe the district's policies and procedures for responding to a parent's request for an IEE at public expense.

When a parent requests an IEE at public expense, district personnel are trained to ensure that this request (whether in writing or verbal) is forwarded immediately to the district's ESE Director. The ESE Director/designee will address whether the request is truly one for an IEE (because the district has completed its own evaluation with which the parent disagrees). If it is not an appropriate request for an IEE, the ESE Director/designee will discuss that with the parent and attempt to address the parent's other concerns. If the request, however, is truly one for an IEE because the parent disagrees with an evaluation that the district has conducted, the ESE Director/designee may ask the parent to provide a reason why he/she objects to the district's evaluation, but this explanation may not be required and cannot unreasonably delay the district's response to the parent's request for an IEE. Upon receipt of the parent's request for an IEE, the ESE Director/designee will provide the parent with a list of qualified independent evaluators and the district's criteria applicable to conducting IEEs (i.e., the criteria under which an evaluation can be obtained, including the location of the evaluation and the qualifications of the examiners, which are the same criteria used by the district when it initiates an evaluation). Should the parent ask for an IEE by someone who is not on the district's list of qualified evaluators or one that does not meet district criteria, the parent will be provided the opportunity to demonstrate why his/her right to an IEE mandates their choice of evaluator or waiver of district criteria. The ESE Director/designee must make a decision upon the parent's request for an IEE without unnecessary delay and, generally, within 10 school days from receipt of the parent's request. If it is decided that the district will not fund the requested IEE, the ESE Director/designee must take immediate action to initiate a due process hearing to show that the district's evaluation is appropriate or that an evaluation already obtained by the parent did not meet school district criteria. If the ESE Director/designee decides that the parent's request for an IEE will be granted, the ESE Director/designee will make the arrangements for the completion of the IEE at public expense (or funding for an IEE already obtained by the parent). The ESE Director/designee will ensure that the results of the IEE are considered by the IEP team in any subsequent decisions made regarding the provision of FAPE to the child.

Describe the district's policies and procedures for consideration of the results of an IEE obtained at private expense.

When an independent evaluation is obtained at private expense and the parent shares the results of the independent evaluation with the district, the student's IEP team is required to meet to review and consider the results of the independent evaluation.

Part II. Policies and Procedures for Students with Disabilities

Section A: Instructional Program

Statutory and Regulatory Citation

Rule 6A-6.03411, F.A.C.

The following applies to the instructional program for students with disabilities in general. In addition to the philosophical, curricular, and instructional support issues included here, there are disability-specific expectations or requirements for certain categories of disability. That information is provided in the relevant *Exceptional Student Education Eligibility* sections of this document.

Philosophy

1. Each student with a disability is entitled to receive FAPE in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible.
2. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Related services are defined in Rule 6A-6.03411(1)(dd), F.A.C.
3. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction.
4. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, or modifications.

Curriculum

1. To maximize accessibility to the curriculum, students will access the state standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principals.
2. For all students with disabilities, these supports provide progress toward a standard high school diploma.

Instructional Support

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

Section B.1: Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder

Statutory and Regulatory Citations

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03023, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

Autism spectrum disorder (ASD) is a condition that reflects a wide range of symptoms and levels of impairment, which vary in severity from one individual to another. Autism spectrum disorder is characterized by an atypical developmental profile with a pattern of qualitative impairments in social interaction and social communication, and the presence of restricted or repetitive, patterns of behavior, interests, or activities, which occur across settings.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with ASD if evidence of **all** of the following criteria are met:

1. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to individuals or the environment;
2. Impairment in verbal or nonverbal language skills used for social communication
3. Restricted or repetitive patterns of behavior, interests, or activities;
4. The core features identified in 1, 2, and 3 occur across settings.
5. The student demonstrates a need for special education as defined in Rule 6A-6.03411(1)(kk), F.A.C.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331(5), F.A.C., the district shall conduct a full and individual evaluation that addresses the core features of ASD to include deficits in social interaction, social communication, and restricted or repetitive patterns of behavior, interests, or activities. An evaluation for determining eligibility shall include the following components:

1. Behavioral observations conducted by members of the evaluation team targeting social interaction, social communication skills, and restricted or repetitive patterns of behavior, interests, or activities across settings;
2. A social developmental history based on an interview with the parents(s) or guardian(s);
3. A psychological evaluation that includes assessment of academic, intellectual, social-emotional, and behavioral functioning and must include at least one standardized instrument specific to ASD;
4. A language evaluation that includes assessment of the pragmatic (both verbal and nonverbal) and social interaction components of social communication (an observation of the student's social communication skills must be conducted by a speech language pathologist);
5. A standardized assessment of adaptive behavior; and
6. If behavioral concerns are present, a functional behavioral assessment is conducted to inform behavioral interventions on the student's individual educational plan.

Unique Philosophical, Curricular, or Instructional Considerations

1. While students with ASD share instructional needs with other students, there are characteristics that are specific to ASD, including the development and use of language and communication skills, the development of appropriate social skills, and the development of appropriate behavioral skills. The need to tailor instruction to the individual learning styles and needs of each student requires that teachers of students with ASD be knowledgeable in a variety of educational strategies.

2. Inherent in a program for students with ASD is the recognition that ASD is a developmental disability that adversely impacts the student's communication, social, and behavioral skills. It is important to take into consideration the student's strengths and needs in all three areas when tailoring educational services for the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with autism spectrum disorders.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

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Section B.2: Exceptional Student Education Eligibility for Students who are Deaf or Hard-of-Hearing

Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, and 300.113

Sections 1003.01, 1003.55, and 1003.57, F.S.

Rules 6A-6.03013, 6A-2.0010, 6A-6.03028 and 6A-6.0331, F.A.C.

Definition

A student who is deaf or hard-of-hearing has a hearing loss, aided or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student who is deaf or hard-of-hearing if the following criteria are met:

1. Medical: An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:
 - a. 25 decibel (dB) + or - 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear; or
 - b. A high frequency hearing threshold level of 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or
 - c. A unilateral hearing threshold level of 50 dB + or - 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided; or
 - d. Auditory Evoked Potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above,
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include **all** of the following:

1. Audiological evaluation
2. Evaluation of developmental skills or academic achievement, including information on the student's academic strengths and weaknesses
3. Evaluation of social development
4. Evaluation of receptive and expressive communication
5. A comprehensive nonverbal assessment of intellectual functioning or developmental scales, if more appropriate, for children under age seven

Selection of assessment instruments shall take into consideration the student's functioning level, degree of hearing loss, and method of communication.

Student Reevaluation

A reevaluation will occur at least every three years and will include at a minimum an audiological evaluation and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with the Student Evaluation section above.

Qualified Evaluators

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C. The following are qualified evaluators for specialized evaluations:

1. An audiologist for an audiological evaluation
2. A teacher of the deaf or hard-of-hearing
3. A speech and language pathologist
4. A school psychologist

Unique Philosophical, Curricular, or Instructional Considerations

1. All students who are identified as deaf or hard-of-hearing will be screened for Usher syndrome at least one time between grades 6 and 12. Qualified evaluators include: teachers of the deaf or hard-of-hearing, speech language pathologists, audiologists, teachers of the blind or visually impaired, and school health personnel who have been trained in Usher's screening procedures.
2. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
 - a. Residual hearing
 - b. Speech reading
 - c. Manual communication systems
 - d. Speech
 - e. Appropriate amplification
3. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Communication Plan form adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. The school district shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, and opportunities for direct instruction in the student's language and communication mode.
4. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
5. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
6. Interpreting services includes the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print; and TypeWell; and special interpreting services for children who are deaf-blind.
7. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., Personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five (5)-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing—group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.

8. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are deaf or hard-of-hearing.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

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Section B.3: Exceptional Student Education Eligibility for Prekindergarten Children who are Developmentally Delayed

Statutory and Regulatory Citations

34 CFR §§300.8 and 303.21

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03026, 6A-6.03027 6A-6.03028, 6A-6.03029, 6A-6.03031, 6A-6.0331 and 6A-6.03411, F.A.C.

Definitions

1. For an infant or toddler from birth through two years of age, developmental delay is defined as delay in one or more of the following developmental domains: adaptive development; cognitive development; communication development; social or emotional development; or physical development.
2. For a child three through five years of age, developmental delay is defined as a delay in one or more of the following areas: adaptive or self-help development; cognitive development; communication development; social or emotional development; or physical development, including fine, gross, or perceptual motor.

Eligibility Criteria

1. For a child three through five years of age

A child is eligible for specially designed instruction and related services as a student with developmental delay when the following criteria are met:

- a. The child is three through five years of age.
- b. There is documentation of **one** of the following:
 - A score of two standard deviations (SD) below the mean or a 25 percent delay on measures yielding scores in months in at least one area of development
 - A score of 1.5 SD below the mean or a 20 percent delay on measures yielding scores in months in at least two areas of development
 - Based on informed clinical opinion, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed
- c. The eligibility staffing committee or multidisciplinary team, which includes the invited parent(s), makes a determination concerning the effects of the environment, cultural differences, or economic disadvantage.

2. For a child birth through two years of age (below 36 months)

An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian, in accordance with Rule 6A-6.0331(6), F.A.C., determine that **all** the following criteria are met:

- a. The child is below the age of 36 months;
- b. There is documentation of **one** of the following:
 - i. A score of 1.5 standard deviations below the mean in two or more developmental domains as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
 - ii. A score of 2.0 standard deviations below the mean in one developmental domain as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
 - iii. Based on informed clinical opinion a determination has been made that a developmental delay exists.
- c. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;

- d. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has a developmental delay as defined in section (2)(b) of this rule; and,
- e. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

Child Evaluation

In addition to the provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children, the evaluation for determination of eligibility shall include the following:

Procedures for evaluation for children three through five years:

1. The school district must seek consent from the parent or guardian to conduct an evaluation within 30 days, unless the parent and the school district agree otherwise in writing, whenever:
 - a. The Florida Diagnostic and Learning Resource Center's or the district's developmental screening results indicate that the child, three years to kindergarten-entry age, is a child with a disability and needs special education and related services.
 - b. A parent requests an evaluation and there is documentation or evidence that the child may be a student with a disability in need of special education.
2. Developmental delay is documented by a multidisciplinary team using multiple measures of assessment, which include the following:
 - o Standardized instruments, judgement-based assessments, criterion-referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parent(s); or
 - o Informed clinical opinion using qualitative and quantitative information to determine the need for early intervention services; and
 - o Parent report, which can confirm or modify information obtained and describe behavior in environments that the district may not be able to access.
3. When a developmental delay cannot be verified by the use of standardized instruments, the delay(s) may be established through observation of atypical functioning in any one or more of the developmental areas. A report shall be written documenting the evaluation procedures used, the results obtained, the reasons for overriding those results from standardized instruments, and the basis for recommending eligibility.

Continued Eligibility for ESE Services

1. For a child three through five years of age, continued eligibility as a student with a disability under another category will be determined before the child is six years old.
2. For a child birth through two years of age (below 36 months), continued eligibility as a child with a disability will be determined before the child's third birthday.

Unique Philosophical, Curricular, or Instructional Considerations

1. For a child three through five years of age
 - a. As appropriate, the individualized family support plan (IFSP) or individual educational plan (IEP) shall be developed through interagency collaboration with the family and other providers of services to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03028, and 6A-6.03029, F.A.C.
 - b. Because of the rapid development of young children, on-going observations and assessments shall be conducted as needed to plan for IFSP or IEP modifications.
2. For a child birth through two years of age (below 36 months)

- a. The IFSP shall be developed in collaboration with the family and other providers of service to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03029, and 6A-6.0331, F.A.C.
- b. Because of the rapid development of young children and the changing needs of families, ongoing observations or assessments shall be conducted at least every six months for the purpose of completing the periodic review of the IFSP.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with developmental delays.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

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Section B.4: Exceptional Student Education Eligibility for Students who are Dual-Sensory Impaired

Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, 300.113, and 300.172 and 300.324

Chapters 458 and 463, F.S.

Sections 1003.55, 1003.57, and 1003.575, F.S.

Rules 6A-2.0010, 6A-6.03014, 6A-6.03022 and 6A-6.0331, F.A.C.

Definition

Dual-sensory impairment is defined to mean concomitant hearing and visual impairments, or etiology or diagnosed medical condition that indicates a potential dual sensory loss, the combination of which impacts communication, independence, and other developmental and educational needs.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a dual-sensory impairment if the following criteria are met:

1. One or more of the following visual impairments:

- a. A visual acuity of 20/70 or less in the better eye after best correction;
- b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;
- c. A diagnosis of visual impairment after best correction;
- d. A progressive loss of vision that may affect the student's ability to function in an educational setting; as stated in Rule 6A-6.03014(3)(a), F.A.C.; **or**
- e. Functional blindness;

and

2. One or more of the following hearing impairments:

- a. 25 decibel (dB) + or - 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear;
- b. A high frequency hearing threshold level of 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear;
- c. A unilateral hearing threshold level of 50 dB + or - 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided;
- d. Auditory evoked potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above; **or**
- e. Functional hearing loss;

and

3. The student demonstrates a need for special education.

OR

4. The student has a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., confirming the existence of such a medical condition having the potential for dual sensory loss to include the diagnosis, its prognosis, and the potential for dual sensory loss; and

5. The student demonstrates a need for special education.

Student Evaluation

In addition, to the procedures defined in Rule 6A-6.0331(5), F.A.C., the minimum student evaluations include:

1. A medical eye exam by an ophthalmologist or optometrist licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing etiology, diagnosis, treatment regimen, prognosis, near and distance vision, corrected and uncorrected acuity measures for left eye, right eye, and both eyes, measure of field of vision, and recommendations for lighting levels, physical activity, aids, or use of glasses, as appropriate;
2. An audiological evaluation;
3. A functional vision evaluation;
4. A functional hearing assessment;
5. An assessment of social development;
6. An evaluation of receptive and expressive communication by a speech and language pathologist;
7. A learning media assessment;
8. If appropriate, an orientation and mobility assessment and sign language assessment; and
9. If available, a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of a medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing the etiology or diagnosis of the student's medical condition that does, or has the potential to, result in dual sensory loss.

Student Reevaluation

1. A reevaluation shall occur at least every three years and shall include, at a minimum, the following:
 - a. A functional vision evaluation;
 - b. A functional hearing assessment;
 - c. An assessment of social development;
 - d. An evaluation of receptive and expressive communication by a speech and language pathologist;
 - e. A learning media assessment;
 - f. If appropriate, an orientation and mobility assessment and a sign language assessment; and
 - g. Any other evaluations specified by an evaluation specialist and an exceptional student teacher after examination of available information in all areas addressed in the initial evaluation or in subsequent reevaluations of the student in accordance with Rule 6A-6.0331, F.A.C.

Qualified Evaluators

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C.

The following are qualified evaluators for specialized evaluations:

1. An optometrist or ophthalmologist for a medical eye exam
2. A teacher of the visually impaired, orientation and mobility specialist, or low vision specialist for a functional vision assessment
3. An audiologist for an audiological evaluation

4. A teacher of the deaf or hard-of-hearing, speech and language pathologist, or audiologist for a functional hearing assessment.

Unique Philosophical, Curricular, or Instructional Considerations

1. All students with visual impairments, including students with dual-sensory impairment, are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Additionally, information regarding all students who are dual-sensory impaired shall be submitted to the state's annual census report for the national child count of students and youth who are both deaf and blind.
2. In accordance with 34 CFR §300.324, students will be provided with instruction in braille unless otherwise determined by the IEP team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.
3. Orientation and mobility is a related service provided to blind or visually impaired students if determined necessary by the IEP team that enables those students to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.
4. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Model Communication Plan adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. School districts shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode in accordance with 34 CFR §300.324.
5. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
 - a. Residual hearing
 - b. Speech reading
 - c. Manual communication systems
 - d. Speech
 - e. Appropriate amplification
6. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
7. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
8. Interpreting services include the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services; transcription services, such as CART, C-Print, and TypeWell; and special interpreting services, such as an intervener, for children who are deaf-blind.
9. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five-year cycle. Visual alarm devices shall be provided in all

areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing, such as group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.

10. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with dual-sensory impairment.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

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Section B.5: Exceptional Student Education Eligibility for Students with Emotional or Behavioral Disabilities

Statutory and Regulatory Citations

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03016 and 6A-6.0331, F.A.C.

Definition

A student with an emotional or behavioral disability (EBD) has persistent (is not sufficiently responsive to implemented evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

Evidence-Based Interventions in General Education

Prior to an evaluation, the district must meet the general education requirements in Rule 6A-6.0331(1), F.A.C., including the responsibility to implement evidence-based interventions for students requiring additional academic and emotional or behavioral support in the general education environment. General education activities and interventions conducted prior to an evaluation in accordance with Rule 6A-6.0331(1) F.A.C., may be used to satisfy the requirements of Rule 6A-6.03016, F.A.C.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with emotional or behavioral disabilities if the following criteria are met:

1. A student with an emotional or behavioral disability demonstrates an inability to maintain adequate performance in the educational environment that cannot be explained by physical, sensory, socio-cultural, developmental, medical, or health (with the exception of mental health) factors; and one or more of the following characteristics:
 - a. Internal factors characterized by:
 - Feelings of sadness, or frequent crying, or restlessness, or loss of interest in friends or school work, or mood swings, or erratic behavior; or
 - The presence of symptoms such as fears, phobias, or excessive worrying and anxiety regarding personal or school problems; or
 - Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or
 - b. External factors characterized by:
 - An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting; or
 - Behaviors that are chronic and disruptive such as noncompliance, verbal or physical aggression, or poorly developed social skills that are manifestations of feelings, symptoms, or behaviors as specified in section 1.a) above.
2. The characteristics described above are present for a minimum of six months duration and in two or more settings, including but not limited to, school, educational environment, transition to or from school, or home and community settings. At least one setting must include school.
3. The student demonstrates a need for special education.
4. In extraordinary circumstances, the general education requirements in Rule 6A-6.0331, F.A.C., and the criteria for eligibility relating to duration and setting described in 2. Above may be waived when immediate intervention is required to address an acute onset of an internal characteristic listed above in 1. a) of the Eligibility Criteria section.

5. The characteristics described below are not indicative of a student with an emotional or behavioral disability:
- a. Normal, temporary (fewer than six months) reactions to life event(s) or crisis, or
 - b. Emotional or behavioral difficulties that improve significantly from the presence of evidence-based implemented interventions, or
 - c. Social maladjustment unless also found to meet the criteria for an emotional or behavioral disability

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include **all** of the following:

1. A functional behavioral assessment (FBA) must be conducted. The FBA must identify the specific behavior(s) of concern, conditions under which the behavior is most and least likely to occur, and function or purpose of the behavior. A review and, if necessary, a revision of an FBA completed as part of general education interventions may meet this requirement if it meets the conditions described in this section. If an FBA was not completed to assist in the development of general education interventions, one must be completed and a well-delivered scientific, research-based behavioral intervention plan of reasonable intensity and duration must be implemented with fidelity prior to determining eligibility.
2. The evaluation must include documentation of the student's response to general education interventions implemented to target the function of the behavior as identified in the FBA.
3. A social developmental history compiled from a structured interview with the parent or guardian that addresses developmental, familial, medical, health, and environmental factors impacting learning and behavior, and which identifies the relationship between social developmental and socio-cultural factors, and the presence or nonpresence of emotional or behavioral responses beyond the school environment.
4. A psychological evaluation conducted in accordance with Rule 6A-6.0331, F.A.C. The psychological evaluation should include assessment procedures necessary to identify the factors contributing to the development of an emotional or behavioral disability, which include behavioral observations and interview data relative to the referral concerns, and assessment of emotional and behavioral functioning, and may also include information on developmental functioning and skills. The psychological evaluation shall include a review of general education interventions that have already been implemented and the criteria used to evaluate their success.
5. A review of educational data that includes information on the student's academic levels of performance, and the relationship between the student's academic performance and the emotional or behavioral disability; additional academic evaluation may be completed if needed.
6. A medical evaluation must be conducted when it is determined by the administrator of the exceptional student program or the designee that the emotional or behavioral responses may be precipitated by a physical problem.

Unique Philosophical, Curricular, or Instructional Considerations

1. When making a distinction between students with internalized or externalized characteristics, the IEP team will consider these presenting manifestations as they determine the needs of the students when recommending: goals and short-term objectives or benchmarks, if appropriate; specially designed instruction and related services; and the location of such services.
2. Services for students with EBD provide an integrated curriculum of academic, affective, and behavioral interventions. These services are designed to support the improvement of academic and social functioning through academic (e.g., differentiated instruction, mastery learning), affective (e.g., individual or group counseling, parent education and support), and behavioral (e.g., behavior support; consultation from mental health, medical, or other professionals) interventions. Student improvement is measured through continuous progress monitoring of responses to intervention. A critical component of effective EBD services is parent involvement and on-going communication about implementation and outcomes of interventions.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with emotional or behavioral disabilities.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.6: Exceptional Student Education Eligibility for Infants or Toddlers Birth through Two Years Old who have Established Conditions

- ☒ This section is not applicable for the district.

Statutory and Regulatory Citations

34 CFR §§303.21 and 303.300

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03030, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

An infant or toddler with an established condition is defined as a child from birth through two years of age with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay. Such conditions shall include genetic and metabolic disorders, neurological disorders, a severe attachment disorder, an autism spectrum disorder, a sensory impairment (vision or hearing), or the infant's birth weight was less than 1,200 grams.

Eligibility Criteria

An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331(6), F.A.C., determine that **all** the following criteria are met:

1. The infant or toddler is below the age of 36 months;
2. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;
3. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has an established condition as defined in section (1) of Rule 6A-6.03030, F.A.C.; and,
4. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

Continued Eligibility

Continued eligibility for exceptional student education programs will be determined before the child's third birthday.

Unique Philosophical, Curricular, or Instructional Considerations

The individualized family support plan (IFSP) shall be developed with the Local Early Steps, the family, and other providers of service to the child and family, and shall include services to provide the parent, guardian, or primary caregiver the opportunity to acquire specific skills and knowledge that will enable them to enhance the child's cognitive, physical, social, communication, and adaptive behavior. In the provision of an appropriate educational program for eligible children with disabilities ages birth through two years, home instruction may include direct instruction of the parent, guardian, or primary caregiver.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for children birth through two years old with established conditions.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.7: Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized

Statutory and Regulatory Citations

34 CFR §300.115

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03011, 6A-6.03012, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03020, 6A-6.03022, 6A-6.03023, 6A-6.03027 and 6A-6.03028, F.A.C.

Definitions

1. A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time.

Eligibility Criteria

A student is eligible for educational instruction through homebound or hospitalized services if the following criteria are met:

1. A physician licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., must certify:
 - a. That the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively; and
 - b. That the student is confined to home or hospital; and
 - c. That the student will be able to participate in and benefit from an instructional program; and
 - d. That the student is under medical care for illness or injury that is acute, catastrophic, or chronic in nature; and
 - e. That the student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
2. The student is in kindergarten through twelfth grade and is enrolled in public school, unless the student meets criteria for eligibility under Rules 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, or 6A-6.03027, F.A.C.
3. A child is three (3) through (5) years of age and has been determined eligible as a student with a disability in accordance with s. 1003.571, F.S., and Rule 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, 6A-6.03026, 6A-6.03027, or 6A-6.03411, F.A.C.
4. A parent, guardian, or primary caregiver signs a parental agreement concerning homebound or hospitalized policies and parental cooperation.

Student Evaluation

In addition to the provisions of Rule 6A-6.0331(5), F.A.C., the minimum evaluation for determining eligibility shall include the following:

1. A current medical report from a licensed physician, as defined above, describing the following:
 - a. A disabling condition or diagnosis with any medical implications for instruction;
 - b. A statement that the student is unable to attend school;
 - c. The plan of treatment;

- d. Recommendations regarding school re-entry and other school- related activities; and
 - e. An estimated duration of condition or prognosis.
2. The team determining eligibility may require additional evaluation data. This additional evaluation data must be obtained at no cost to the parent.
 3. A physical reexamination and a medical report by a licensed physician or physicians, which may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than annually, may be required if the student is scheduled to attend school part of a day during a recuperative period of readjustment to a full school schedule. This physical examination and medical report shall be obtained at no cost to the parent.

Procedures for Providing an Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP)

1. The IEP or IFSP shall be developed or revised following determination of eligibility in accordance with this rule.
2. A student may be assigned to both a homebound or hospitalized program and to a school-based program due to an acute, chronic or intermittent condition as certified by a licensed physician.
3. This decision shall be made by the IEP or IFSP team in accordance with the requirements of Rule 6A-6.03028 or 6A-6.03029, F.A.C.

Instructional Services

The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:

1. Instruction in a home. The parent, guardian or primary caregiver shall provide a quiet, clean, and well-ventilated setting where the teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits that takes into account the student's medical condition and the requirements of the student's coursework.
2. Instruction in a hospital. The hospital administrator or designee shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.
3. Instruction through telecommunications or electronic devices. When the IEP or IFSP team determines that instruction is by telecommunications or electronic devices, an open, uninterrupted telecommunication link shall be provided, at no additional cost to the parent, during the instructional period. The parent shall ensure that the student is prepared to actively participate in learning.
4. Instruction in other specified settings. The IEP or IFSP team may determine that instruction would be best delivered in a mutually agreed upon alternate setting other than the home, or hospital or through telecommunications or electronic devices.
5. Instruction in a school setting on a part-time basis may be appropriate as the student transitions back to the student's regular class schedule, if the IEP or IFSP team determines this meets the student's needs.
6. Services for students in speciality hospitals. In accordance with the requirements of s 1003.57, F.S., eligible students receiving treatment in a children's speciality hospital licensed in accordance with Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides. The agreement must ensure the timely provision of seamless educational instruction to students who transition between school districts while receiving treatment in the children's speciality hospital.
7. Notification Agreement. A school district in which a children's speciality hospital is located must enter into an agreement with the hospital that establishes a process by which the hospital must notify the school district of students who may be eligible for educational instruction through homebound or hospitalized services pursuant to s. 1003.57, F.S.

Students Receiving Treatment in a Children's Specialty Hospital

Eligible students receiving treatment in a children's specialty hospital licensed under Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides.

The district must enter into an agreement with children's specialty hospitals in the district. This agreement establishes a process by which the hospital must notify the school district of students who may be eligible for instruction consistent with the eligibility for homebound and hospitalized services.

The district has entered into an agreement with a children's specialty hospital.

- ☐ Yes
- ☐ No
- ☒ N/A

If yes, identify the children's specialty hospitals licensed under Chapter 395, Part I, F.S., which are located in your district.

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The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are hospitalized or homebound.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

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Section B.8: Exceptional Student Education Eligibility for Students with Intellectual Disabilities

Statutory and Regulatory Citations

34 CFR §300.8

Chapter 490, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-4.0311, 6A-6.03011 and 6A-6.0331, F.A.C.

Definition

An intellectual disability is defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to 18 years of age.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an intellectual disability if the following criteria are met:

1. The measured level of intellectual functioning is more than two standard deviations below the mean on an individually measured, standardized test of intellectual functioning.
2. The level of adaptive functioning is more than two standard deviations below the mean on the adaptive behavior composite or on two out of three domains on a standardized test of adaptive behavior. The adaptive behavior measure shall include parental or guardian input.
3. The level of academic or pre-academic performance on a standardized test is consistent with the performance expected of a student of comparable intellectual functioning.
4. The social developmental history identifies the developmental, familial, medical, health, and environmental factors impacting student functioning and documents the student's functional skills outside of the school environment.
5. The student demonstrates a need for special education.

Student Evaluation

1. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the minimum evaluation for determining eligibility shall include all of the following:
 - a. A standardized individual test of intellectual functioning individually administered by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.
 - b. A standardized assessment of adaptive behavior to include parental or guardian input.
 - c. An individually administered standardized test of academic or pre-academic achievement. A standardized developmental scale shall be used when a student's level of functioning cannot be measured by an academic or pre-academic test.
 - d. A social developmental history that has been compiled directly from the parent, guardian, or primary caregiver.
2. Eligibility is determined by a group of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331, F.A.C. The documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:
 - a. The basis for making the determination, including an assurance that the determination has been made in accordance with Rule 6A-6.0331, F.A.C.
 - b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic and intellectual functioning.
 - c. The educationally relevant medical findings, if any.

- d. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency.
- e. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusion.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with intellectual disabilities.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.9: Exceptional Student Education Eligibility for Students with Orthopedic Impairment

Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030151 and 6A-6.0331, F.A.C.

Definition

Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including, but not limited to, skeletal deformity or spina bifida) and impairments resulting from other causes (e.g., including, but not limited to, cerebral palsy or amputations).

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an orthopedic impairment if the following criteria are met:

1. There is evidence of an orthopedic impairment that adversely affects the student's performance in the educational environment in any of the following: ambulation, hand movement, coordination, or daily living skills.
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction.
2. An educational evaluation that identifies educational and environmental needs of the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with an orthopedic impairment.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.10: Exceptional Student Education Eligibility for Students with Other Health Impairment

Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030152 and 6A-6.0331, F.A.C.

Definition

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems. This includes, but is not limited to, asthma, attention deficit disorder or attention deficit hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an other health impairment if the following criteria are met:

1. There is evidence of a health impairment that results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment.
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction.
2. An educational evaluation that identifies educational and environmental needs of the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with other health impairment.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.11: Exceptional Student Education Eligibility for Students with Traumatic Brain Injury

Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030153 and 6A-6.0331, F.A.C.

Definition

A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a traumatic brain injury if the following criteria are met:

1. There is evidence of a traumatic brain injury that impacts one or more of the areas identified in the definition.
2. The student demonstrates a need for special education.

Student Evaluation

1. In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:
 - a. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the traumatic brain injury and any medical implications for instruction.
 - b. Documented evidence by more than one person, including the parent, guardian, or primary caregiver, in more than one situation. The documentation shall include evidence of a marked contrast of pre- and post-injury capabilities in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing or speech.
 - c. An educational evaluation that identifies educational and environmental needs of the student.
2. The evaluation may also include a neuropsychological evaluation when requested by the exceptional student education administrator or designee.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with traumatic brain injury.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.12: Exceptional Education Eligibility for Students with Specific Learning Disabilities

Statutory and Regulatory Citations

34 CFR §300.8

Section 1003.57, F.S.

Rules 6A-1.09401, 6A-6.03018, 6A-6.0331 and 6A-6.03411, F.A.C.

Definition

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional or behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a specific learning disability if all of the following criteria are met:

1. Evidence of specific learning disability

The student's parent(s) or guardian(s) and group of qualified personnel may determine that a student has a specific learning disability if there is evidence of each of the following:

a. When provided with learning experiences and instruction appropriate for the student's chronological age or grade-level standards, in accordance with Rule 6A-1.09401, F.A.C., the student does not achieve adequately for the student's chronological age or does not meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in **one or more** of the following areas based on the review of multiple sources that may include group or individual criterion or norm-referenced measures, including individual diagnostic procedures:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

The school district has the option of requiring that an individually-administered, standardized test of achievement be administered by a qualified evaluator in accordance with Rule 6A-6.03018(4)(b)2., F.A.C., as one of the evaluation procedures used to address the requirements of Rule 6A-6.03018(4)(a)1., F.A.C.

- ☒ The district requires that an individually administered, standardized test of achievement (that addresses the relevant areas of concern as identified by the team) be given by a qualified evaluator after obtaining parental consent for an evaluation.
- ☐ The district does not require that an individually administered, standardized test of achievement be given by a qualified evaluator after obtaining parental consent for an evaluation. The team responsible for the evaluation may determine the need for an individually administered, standardized test of achievement on an individual basis.

b. The student does not make adequate progress to meet chronological age or grade-level standards adopted in Rule 6A-1.09401, F.A.C., in one or more of the areas identified in section 1.a) (above) as determined through:

- A process based on the student's response to scientific, research-based intervention, consistent with the comprehensive evaluation procedures in Rule 6A-6.0331 F.A.C.
- c. The group determines that its findings under paragraph a) of this subsection are not primarily the result of one or more of the following:
- A visual, hearing, or motor disability
 - Intellectual disability
 - Emotional or behavioral disability
 - Cultural factors
 - Irregular pattern of attendance or high mobility rate
 - Classroom behavior
 - Environmental or economic factors
 - Limited English proficiency
2. The student demonstrates a need for special education.

Student Evaluation

The evaluation procedures shall include the following:

1. The school district must promptly request parental or guardian consent to conduct an evaluation to determine if the student needs specially designed instruction in the following circumstances:
 - a. The student does not make adequate progress when:
 - Prior to a referral, the student has not made adequate progress after an appropriate period of time when provided appropriate instruction and intense, individualized interventions; or
 - Prior to referral, intensive interventions are demonstrated to be effective but require sustained and substantial effort that may include the provision of specially designed instruction and related services;
 - and
 - b. Whenever a referral is made to conduct an evaluation to determine the student's need for specially designed instruction and the existence of a disability.
2. Observation requirement

In determining whether a student needs specially designed instruction and has a specific learning disability, and in order to document the relationship between the student's classroom behavior and academic performance, the group must do the following:

 - a. Use information from an observation in routine classroom instruction and monitoring of the student's performance that was completed before referral for an evaluation; or
 - b. Have at least one member of the group conduct an observation of the student's performance in the student's typical learning environment, or in an environment appropriate for a student of that chronological age, after referral for an evaluation and parental or guardian consent has been obtained.
3. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the evaluation must also include the district's procedures as specified in the SP&P as required by Rule 6A-6.03411, F.A.C. The evaluation must adhere to the timeframe required by Rule 6A-6.0331, F.A.C., unless extended by mutual written agreement of the student's parent(s) or guardian(s) and a group of qualified professionals.

Procedures

1. General education intervention procedures and activities

a. In order to ensure that lack of academic progress is not due to lack of appropriate instruction, a group of qualified personnel must consider the following:

- Data that demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings; and
- Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of achievement at reasonable intervals, graphically reflecting the student's response to intervention during instruction.

b. General education activities and interventions conducted prior to referral in accordance with Rule 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of this rule.

2. Members of the group determining eligibility

The determination of whether a student suspected of having a specific learning disability is a student who demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the student's parents or guardians and a group of qualified professionals, which must include, but is not limited to, all of the following:

- a. The student's general education teacher; if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her chronological age;
- b. At least one person qualified to conduct and interpret individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech-language pathologist, or reading specialist; and
- c. The district administrator of exceptional student education or designee.

3. Documentation of determination of eligibility

For a student suspected of having a specific learning disability, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:

- a. The basis for making the determination, including an assurance that the determination has been made in accordance with Rule 6A-6.0331, F.A.C.
- b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning
- c. The educationally relevant medical findings, if any
- d. Whether the student has a specific learning disability as evidenced by response to intervention data confirming each of the following:
 - Performance discrepancy
The student's academic performance is significantly discrepant for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, which include the peer subgroup, classroom, school, district, and state level comparison groups
 - Rate of progress
When provided with well-delivered scientific, research-based general education instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the achievement gap with typical peers or academic expectations for the chronological age or grade level in which the student is currently enrolled; and
 - Educational need
The student continues to need evidence-based interventions that significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress.
- e. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, intellectual, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of

attendance or high mobility rate; classroom behavior; or limited English proficiency

f. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including the following:

- Documentation of the specific instructional interventions used, the support provided to the individual(s) implementing interventions, adherence to the critical elements of the intervention design and delivery methods, the duration and frequency of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected
- Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; interventions for increasing the student's rate of progress; and the parental or guardian right to request an evaluation

g. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion; if it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions

Describe how the district documents a student's response to intervention data to determine eligibility as a student with a specific learning disability, including the progress-monitoring tools used to measure the student's response to intervention and how the team determines the adequacy of the student's response to intervention.

The Written Summary of Group Analysis of Data for Specific Learning Disabilities is used to document a student's eligibility for this program area. This two page form documents the areas of concern(s), a summary of observations, relevant medical information, diagnostic assessment results, evidence-based interventions at three tiers of instruction, results of interventions at each tier, analysis of intervention data and graphs, rate of progress, statement of need, careful consideration of exclusionary factors which may impact the data results, and a summary of eligibility criteria which includes the following: the areas in which the student does not achieve adequately for age or grade, the lack of adequate progress based on response to evidenced-based intervention, learning difficulties that are not primarily the result of a lack of evidenced-based instruction or any of the exclusionary factors, interventions needed that differ significantly in intensity and duration from what can be provided through general education resources alone, and documentation of parent(s)/guardian(s) notification regarding the amount and nature of student performance data collected and general education services provided, interventions for increasing the student's rate of progress, and the parent(s)/guardian(s) right to request an evaluation. Universal screening tools and progress monitoring devices used to measure a student's response to intervention include classroom, grade-level, district, and state-based assessments, both formative and summative, as well as Focus, the district electronic data system. The intervention team determines a student's response as either good, questionable, or poor based on a student's progress toward the measurable short-term goal which delineates the expected reasonable progress over time. Poor, questionable, and good progress are incremental with poor indicating significantly limited success and a need to intensify interventions, questionable indicating progress is being made but may be inadequate to close the gap in a timely fashion so redesign of the intervention(s) may be warranted, and good indicating success in the trajectory to close the gap and possibly beginning to fade intervention(s).

Describe how parents are engaged as team members in the problem-solving process (include the frequency and graphic format for sharing student progress data with parents).

Parents are engaged throughout the problem-solving process through initial contact using the Parent Notification of Intervention Activities and throughout the process using the Parent Notification of Meetings and Conferences which are the meetings and conferences scheduled to review screening results, discuss appropriate general education interventions, anticipated outcomes of interventions, recommendations based on student response to interventions, potential future plans, review of current information including interventions attempted, standardized test results, progress monitoring data, teacher observations, grades, medical records, attendance records, discipline records, and other relevant information to determine whether there is a need for evaluation and subsequent consent if evaluation is warranted. In addition, this parent notification form is also used to discuss speech concerns, if applicable and if warranted, obtain consent for a speech screening, discuss the results of speech screening and consider consent for evaluation for speech. When recommendations based on response to interventions and potential future plans are discussed with the parent, a graph depicting the progress a student has made for each intervention is shared with the intervention team and parent. The graph includes baseline data, the short-term goal, frequent data points, the long-term aim, and the trend line. Typically the interventionist shares progress monitoring data with parents/guardian every four weeks until the student meets the long-term goal or the data indicates a need for long-term intensive interventions and supports.

Describe the types of data used to make comparisons to other students and how teams determine the findings are not primarily due to the exclusionary factors outlined in Rule 6A-6.03018, F.A.C., lack of instruction in reading or math or limited English proficiency.

To make comparisons to other students, the district provides an online data bank that can disaggregate a multitude of data from different sources to make appropriate comparisons. This system is especially beneficial when working with English Language Learners and the population at a particular is too small to make comparisons as this system allows comparisons to be made district-wide. When addressing the exclusionary factors, teams review the referral components that include some or all or of the following results/information for decision-making: vision and hearing screenings, medical records, intellectual ability, social/emotional concerns, discipline history, English-Language Learner history, attendance records, enrollment history, classroom observations, socio-economic status, and parent input.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with specific learning disabilities.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.13: Exceptional Student Education Eligibility for Students with Speech Impairments

Statutory and Regulatory Citations

34 CFR §§300.8, 300.306 and 300.34

Sections 1003.01, 1003.57, 1012.44 and 1011.62, F.S.

Chapters 456, 458, 459, and 468, Part I, F.S. Rules 6A-4.0176, 6A-4.01761, 6A-6.03012, 6A-6.03028, 6A-6.0331, 6A-6.03411, and 64B20-2.001, F.A.C.

Definitions

1. Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance or functioning in the educational environment, and result in the need for exceptional student education.
 - a. Speech sound disorder. A speech sound disorder is a phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
 - Phonological disorder. A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language.
 - Articulation disorder. An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.
 - b. Fluency disorder. A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
 - c. Voice disorder. A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Eligibility Criteria

A student is eligible for exceptional student education as a student with a speech impairment if the student meets the following criteria for one or more of the following disorders as determined by the procedures prescribed in Rules 6A-6.03012 and 6A-6.0331(6), F.A.C.

1. Speech sound disorder

A student with a speech sound disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of a significant phonological or articulation disorder that is characterized by the atypical production of speech sound(s). The atypical production of speech sound(s) may be characterized by substitutions, distortions, additions, or omissions. Evaluation results must reveal all of the following:

- a. The speech sound disorder must have a significant impact on the student's intelligibility, although the student may be intelligible to familiar listeners or within known contexts
- b. The student's phonetic or phonological inventory must be significantly below that expected for his or her chronological age or developmental level based on normative data
- c. The speech sound disorder must have an adverse effect on the student's ability to perform or function in the student's typical learning environment, thereby demonstrating the need for exceptional student education
- d. The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency

2. Fluency disorder

A student with a fluency disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of

significant and persistent interruptions in the rhythm or rate of speech. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables, and phonemes; prolongations; blocks; and circumlocutions. Additionally, secondary behaviors, such as struggle and avoidance, may be present.
- b. The fluency disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- c. The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

3. Voice disorder

A student with a voice disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent atypical voice characteristics. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent atypical production of quality, pitch, loudness, resonance, or duration of phonation. The atypical voice characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness, or harshness.
- b. The voice disorder does not refer to vocal disorders that are found to be the direct result or symptom of a medical condition unless the disorder adversely affects the student's ability to perform or function in the educational environment and is amenable to improvement with therapeutic intervention.
- c. The voice disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- d. The atypical voice characteristics are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

4. The student demonstrates a need for special education.

Student Evaluation

In addition to Rule 6A-6.03012, F.A.C., the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented. The provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children who are below mandatory school attendance ages and not enrolled in kindergarten must be met. In addition, the following must be included for each disorder:

1. For a speech sound disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of speech characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b. Documented and dated observation(s) of the student's speech characteristics conducted by a speech-language pathologist to examine the student's speech characteristics during connected speech or conversation. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
- c. An examination of the oral mechanism structure and function.
- d. One or more standardized, norm-referenced instruments designed to measure speech sound production administered to determine the type and severity of the speech sound errors and whether the errors are articulation (phonetic) or phonological (phonemic) in nature.

2. For a fluency disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, to address the following areas regarding the speech behaviors: motor aspects, student's attitude, social impact, and

educational impact. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.

- b. A minimum of two documented and dated observations of the student's speech and secondary behaviors conducted by a speech-language pathologist in more than one setting, including the typical learning environment. For prekindergarten children, the observations may occur in an environment or situation appropriate for a child of that chronological age. Observations conducted prior to obtaining consent for evaluation may be used to meet this criterion, if the activities address the areas identified in subsection d) below.
 - c. An examination of the oral mechanism structure and function.
 - d. An assessment of all of the following areas:
 - Motor aspects of the speech behaviors
 - Student's attitude regarding the speech behaviors
 - Social impact of the speech behaviors
 - Educational impact of the speech behaviors
 - e. A speech sample of a minimum of 300–500 words collected and analyzed to determine frequency, duration, and type of dysfluent speech behaviors. If the speech-language pathologist is unable to obtain a speech sample of a minimum of 300–500 words, a smaller sample may be collected and analyzed. The evaluation report must document the rationale for collection and analysis of a smaller sample, the results obtained, and the basis for recommendations.
3. For a voice disorder, the evaluation must include all of the following:
- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of voice characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
 - b. Documented and dated observation(s) of the student's voice characteristics conducted by a speech-language pathologist in one or more setting(s), which must include the typical learning environment. For prekindergarten children, the observation(s) may occur in an environment or situation appropriate for a child of that chronological age. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
 - c. An examination of the oral mechanism structure and function.
 - d. A report of a medical examination of laryngeal structure and function conducted by a physician licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C. The physician's report must provide a description of the state of the vocal mechanism and any medical implications for therapeutic intervention.

Unique Philosophical, Curricular, or Instructional Considerations

1. Speech services

- a. A group of qualified professionals determining eligibility under requirements of Rules 6A-6.03012 and 6A-6.0331(6), F.A.C., must include a speech-language pathologist.
- b. A speech-language pathologist shall be involved in the development of the individual educational plan for students eligible for speech services, whether as special education or as a related service for an otherwise eligible student with a disability as specified in Rule 6A-6.03012, F.A.C.
- c. Speech therapy services shall be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C., or a speech-language pathology assistant pursuant to Chapter 468, F.S.
- d. Students determined eligible as a student with a speech impairment have access to any supports and services needed as determined by the individual educational plan team. A student should be identified as a student with a disability using the

most appropriate category, but this does not mean that the team must identify every possible category under which the student may be eligible. In addition, there is no requirement that a student be eligible under a given category in order to receive specific services. For example, students determined eligible as a student with a speech impairment may have counseling as a related service, a functional behavioral assessment, or academic support for reading or writing, even though the student has not been determined to be a student with an emotional or behavioral disability or a specific learning disability.

2. Speech-language associate (SLA)

Speech therapy services provided by an SLA as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services can be provided for a period of three years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 1011.62(7), F.S. For more information on the responsibilities and duties of an SLA, go to:

<http://info.fldoe.org/docushare/dsweb/Get/Document-4662/TAP2007-137.pdf>.

The district shall submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan found in Rule 6A-6.03012(7), F.A.C., will include a description of:

- The model, specifying the type and amount of direction, including direct observation, support, training, and instruction
- The rationale for using this model
- The manner in which the associate will be required to demonstrate competency
- The process for monitoring the quality of services
- The process for measuring student progress
- The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with speech impairments.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.14: Exceptional Student Education Eligibility for Students with Language Impairments

Statutory and Regulatory Citations

34 CFR §§300.8, 300.306 and 300.34

Chapters 456 and 468, Part I, F.S.

Sections 1003.01, 1003.57, 1011.62 and 1012.44, F.S.

Rules 6A-1.09401, 6A-4.0176, 6A-4.01761, 6A-6.0331, 6A-6.030121, 6A-6.03028, 6A-6.03411, and 64B20-2.001, F.A.C.

Definitions

Language impairments are disorders of language that interfere with communication, adversely affect performance or functioning in the student's typical learning environment, and result in the need for exceptional student education. A language impairment is defined as a disorder in one or more of the basic learning processes involved in understanding or in using spoken or written language. These include:

1. Phonology. Phonology is defined as the sound systems of a language and the linguistic conventions of a language that guide the sound selection and sound combinations used to convey meaning.
2. Morphology. Morphology is defined as the system that governs the internal structure of words and the construction of word forms.
3. Syntax. Syntax is defined as the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence.
4. Semantics. Semantics is defined as the system that governs the meanings of words and sentences.
5. Pragmatics. Pragmatics is defined as the system that combines language components in functional and socially appropriate communication.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing, or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Eligibility Criteria

1. For prekindergarten children

A prekindergarten child is eligible as a student with a language impairment in need of exceptional student education if all of the following criteria are met:

- a. There is evidence, based on evaluation results, of significant deficits in language. The impairment may manifest in significant difficulties affecting one or more of the following areas:
 - i. Listening comprehension
 - ii. Oral expression
 - iii. Social interaction
 - iv. Emergent literacy skills (e.g., vocabulary development, phonological awareness, narrative concepts)
- b. One or more documented and dated behavioral observation(s) reveals significant language deficits that interfere with performance or functioning in the typical learning environment.
- c. Results of standardized norm-referenced instrument(s) indicate a significant language deficit in one or more of the areas listed in 1.– 5. of the Definitions section as evidenced by standard score(s) significantly below the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in 1.–5. of the Definitions section. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.

- d. Information gathered from the child's parent(s) or guardian(s), teacher(s), service providers, or caregivers must support the results of the standardized instruments and observations conducted.
- e. The language impairment must have an adverse effect on the child's ability to perform or function in the typical learning environment, thereby demonstrating the need for exceptional student education.
- f. The language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

2. For students in kindergarten through Grade 12

A student meets the eligibility criteria as a student with a language impairment in need of exceptional student education if all of the following criteria are met:

- a. Due to deficits in the student's language skills, the student does not perform or function adequately for the student's chronological age or to meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's chronological age or grade:
 - i. Oral expression
 - ii. Listening comprehension
 - iii. Social interaction
 - iv. Written expression
 - v. Phonological processing
 - vi. Reading comprehension
- b. Due to deficits in the student's language skills, the student does not make sufficient progress to meet chronological age or state-approved grade-level standards pursuant to Rule 6A-1.09401, F.A.C., in one or more of the areas identified in 1. a. of this section when using a process based on the student's response to scientific, research-based intervention.
- c. Evidence of a language impairment is documented based on a comprehensive language evaluation, including all evaluation procedures as specified for students in kindergarten through Grade 12, included under the **Conducting Student Evaluations and Reevaluations** section of this document. There must be documentation of all of the following:
 - i. Documented and dated observations show evidence of significant language deficits that interfere with the student's performance or functioning in the educational environment.
 - ii. Results of standardized norm-referenced instrument(s) indicate a significant language deficit in one or more of the areas listed in 1.–5. of the Definitions section as evidenced by standard score(s) significantly below the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in 1.–5. of the Definitions section. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.
 - iii. Information gathered from the student's parent(s) or guardian(s), teacher(s), and, when appropriate, the student, must support the results of the standardized instruments and observations conducted.
 - iv. At least one additional observation conducted by the speech-language pathologist when the language impairment is due to a deficit in pragmatic language and cannot be verified by the use of standardized instrument(s). The language impairment may be established through the results of the evaluation procedures as specified in the evaluation procedures for students in kindergarten through Grade 12, included under the **Conducting Student Evaluations and Reevaluations** section of this document, and the additional observation(s) conducted subsequent to obtaining consent for evaluation as part of a comprehensive language evaluation. The evaluation report must document the evaluation procedures used, including the group's rationale for overriding results from standardized instruments, the results obtained, and the basis for recommendations. The information gathered from the student's parent(s) or legal

guardian(s), teacher(s), and, when appropriate, the student, must support the results of the observation(s) conducted.

- d. The group determines that its findings under 2.a of this section are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Documentation of Determination of Eligibility

For a student suspected of having a language impairment, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates all of the following information:

1. The basis for making the determination, including an assurance that the determination has been made in accordance with subsection 6A-6.0331(6), F.A.C.
2. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning.
3. The educationally relevant medical findings, if any.
4. Whether the student has a language impairment as evidenced by response to intervention data confirming all of the following:
 - a. Performance or functioning discrepancies. The student displays significant discrepancies, for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, including to the extent practicable the peer subgroup, classroom, school, district, and state level comparison groups.
 - b. Rate of progress. When provided with effective implementation of appropriate research-based instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the gap with typical peers or expectations for the chronological age or grade level in which the student is currently enrolled.
 - c. Educational need. The student continues to demonstrate the need for interventions that significantly differ in intensity and duration from what can be provided solely through educational resources and services currently in place, thereby demonstrating a need for exceptional student education due to the adverse effect of the language impairment on the student's ability to perform or function in the educational environment.
5. The determination of the student's parent(s) or guardian(s) and group of qualified professionals concerning the effects of chronological age, culture, gender, ethnicity, patterns of irregular attendance, or limited English proficiency on the student's performance or functioning.
6. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including:
 - a. Documentation of the specific instructional interventions used, the intervention support provided to the individuals implementing interventions, adherence to the critical elements of the intervention design and delivery methods, the duration of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected
 - b. Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding the amount and nature of student performance or functioning data that would be collected and the educational resources and services that would be provided; interventions for increasing the student's rate of progress; and the parental or guardian right to request an evaluation.

Student Evaluation

1. Children in prekindergarten

In addition to the procedures identified in subsection 6A-6.0331(5), F.A.C., the minimum evaluation for a prekindergarten child shall include all of the following:

- a. Information gathered from the child's parent(s) or guardian(s) and others, as appropriate, such as teacher(s), service providers, and caregivers, regarding the concerns and description of language skills. This may be completed through a

variety of methods, including interviews, checklists, or questionnaires.

- b. One or more documented and dated observation(s) of the child's language skills conducted by the speech-language pathologist in one or more setting(s), which must include the child's typical learning environment or an environment or situation appropriate for a child of that chronological age.
- c. One or more standardized norm-referenced instruments designed to measure language skills. The instrument must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.

2. Students in kindergarten through Grade 12

The provisions in Rule 6A-6.0331(1), F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented, as well as procedures identified in Rule 6A-6.0331(5), F.A.C., and must include all of the following:

- a. In order to ensure that the decreased performance or functioning of a student suspected of having a language impairment is not due to lack of appropriate instruction, the minimum evaluation procedures must include all of the following:
 - i. Review of data that demonstrate the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general or exceptional education settings.
 - ii. Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of performance or functioning at reasonable intervals, communicated in an understandable format, reflecting the student's response to intervention during instruction.
 - iii. Information gathered from the student's parent(s) or legal guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and a description of language skills. This may be completed through a variety of methods including interviews, checklists, or questionnaires.
 - iv. Documented and dated observation(s) of the student's language skills conducted by the speech-language pathologist in one or more setting(s).
 - v. One or more standardized norm-referenced instrument(s) designed to measure language skills. The instrument(s) must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.
- b. With the exception of one additional observation conducted by the speech-language pathologist when the language impairment is due to a deficient in pragmatic language that cannot be verified by a standardized assessment, general education activities and interventions conducted prior to initial evaluation in accordance with Rule 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of this rule.

Unique Philosophical, Curricular, or Instructional Considerations

Language services

- 1. A group of qualified professionals determining eligibility under requirements of Rule 6A-6.030121, F.A.C. and Rule 6A-6.0331(6), F.A.C., will include a speech-language pathologist.
- 2. A speech-language pathologist will be involved in the development of the individual educational plan for programs for students with a language impairment, whether as special education or as a related service for an otherwise eligible student with a disability.
- 3. Language therapy services will be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., and Rule 64B20-2.001, F.A.C., or a speech-language

associate pursuant to Rule 6A-4.01761, F.A.C., or a speech-language pathology assistant pursuant to Chapter 468, F.S.

4. Students determined eligible as a student with a language impairment have access to any supports and services needed as determined by the individual educational plan team. A student should be identified as a student with a disability using the most appropriate category, but this does not mean that the team must identify every possible category under which the student may be eligible. In addition, there is no requirement that a student be eligible under a given category in order to receive specific services. For example, students determined eligible as a student with a language impairment may have counseling as a related service, a functional behavioral assessment (FBA), or academic support for reading or writing even though the student has not been determined to be a student with an emotional or behavioral disability (EBD) or a specific learning disability.

5. Speech-language associate

- a. Language therapy services provided by a speech-language associate as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services under this subsection can be provided for a period of three years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 1011.62(7), F.S.
- b. The district will submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan must include a description of:
 - The model, specifying the type and amount of direction including, but not limited to, direct observation, support, training, and instruction
 - The rationale for using this model
 - The manner in which the associate will be required to demonstrate competency
 - The process for monitoring the quality of services
 - The process for measuring student progress
 - The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with language impairments.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.15: Exceptional Student Education Eligibility for Students who are Visually Impaired

Statutory and Regulatory Citations

34 CFR §§300.8, 300.34, 300.172, and 300.324

Sections 1003.55, 1003.57, and 1003.575, F.S.

Rules 6A-6.03014 and 6A-6.0331, F.A.C.

Definition

1. Students who are visually impaired include the following:
 - a. A student who is blind, has no vision, or has little potential for using vision.
 - b. A student who has low vision.
 - c. A student who has a visual impairment after best correction that adversely affects the student's educational performance and
 - d. A student who has been diagnosed with a progressive condition that will most likely result in a visual impairment or no vision after best correction.

Eligibility Criteria

A student is eligible for special education and related services if the following medical and educational criteria are met:

1. A licensed ophthalmologist or optometrist has documented an eye condition that causes an impairment as manifested by at least one of the following:
 - a. A visual acuity of 20/70 or less in the better eye after best possible correction;
 - b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;
 - c. A diagnosis of visual impairment after best correction, or
 - d. A progressive loss of vision that may affect the student's ability to function in an educational setting.
2. The student demonstrates a need for special education.

Student Evaluation

The minimum procedures necessary for determining eligibility shall include:

1. A medical eye examination describing: etiology; diagnosis; treatment regimen; prognosis; near and distance; corrected and uncorrected acuity measures for left eye, right eye and both eyes; measure of field of vision; and recommendations for lighting levels, physical activity, aids, prescribed low-vision aids, or use of glasses or contact lenses, as appropriate.
2. For children birth to five years of age or students who are otherwise unable to be assessed, a medical assessment describing visual functioning shall be documented when standard visual acuities and measure of field of vision are unattainable.
3. A comprehensive assessment of skills known to be impacted by visual impairment, which shall include, but is not limited to:
 - a. A functional vision evaluation that includes an assessment of skills known to be impacted by vision impairment that are aligned with the special skills references in Rule 6A-1.09401, F.A.C., and include assistive technology, compensatory skills, career education, recreation and leisure, sensory efficiency, self-determination, social skills, and independent living;
 - b. A learning media assessment; and
 - c. An orientation and mobility screening.

Reevaluation

1. Reevaluation shall occur at least every three years and shall include a minimum of a medical eye examination within the last calendar year, a comprehensive assessment of skills known to be impacted by visual impairment as required for determining initial eligibility; and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with Rule 6A-6.0331, F.A.C.
2. The medical aspect of a reevaluation for students with bilateral anophthalmia may be waived by a written recommendation of a physician.

Specialized Evaluations: Qualified Evaluators

The following specialized evaluations are required to be administered by the individuals listed. All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C., or a report form is provided from a physician licensed in another state as permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C.

1. Medical eye exam: ophthalmologist or optometrist
2. Functional vision assessment: teacher of the visually impaired, orientation and mobility specialist, or low vision specialist
3. Learning Media Assessment: teacher of the visually impaired
4. Orientation and mobility (as appropriate): orientation and mobility specialist

Unique Philosophical, Curricular, or Instructional Considerations

1. All students with visual impairments are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Students will be provided with instruction in braille unless otherwise determined by the IEP team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.
2. Orientation and mobility is a related service, provided to blind or visually impaired students by qualified personnel if the IEP team determines that it is necessary in order for the student to benefit from specially designed instruction, that enables the student to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.
3. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

The school district has the option to include additional information regarding evaluations, qualified evaluators or unique philosophical, curricular, or instructional considerations for students with visual impairments.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B.16: Provision of Occupational Therapy to Exceptional Students as a Related Service

Statutory and Regulatory Citations

34 CFR §300.34

Chapters 456 and 468, Part III, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03024, 6A-6.03028, 6A-6.03411 and Chapter 64B-11, F.A.C.

Definitions

1. Occupational therapy means services provided by a licensed occupational therapist and includes improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
2. Related service provider means the licensed occupational therapist responsible for the assessment and provision of school-based occupational therapy as a related service.

Assessments

As defined in S.468.203, F.S., prior to the provision of occupational therapy, assessments shall be conducted by the related service provider as defined in the Occupational Therapy Practice Act, s. 468.203, F.S. Rule 6A-6.03024(1)(c), F.A.C., defines a related service provider as the licensed occupational therapist responsible for the assessment and provision of school-based occupational therapy as a related service as defined in s. 1003.01(3)(b), F.S., and Rule 6A-6.03411(1)(dd)3.f., F.A.C.

Determination of Need for Occupational Therapy

To determine need for occupational therapy as a related service the individual educational plan (IEP), the educational plan (EP), or the individualized family support plan (IFSP) team shall do the following:

1. Review assessments conducted by the related service provider and all other relevant data.
2. Determine if occupational therapy services are needed to assist a student to benefit from specially designed instruction.
3. Include input from the occupational therapist to assist the IEP, EP, or IFSP team when the educational need for occupational therapy as a related service is being determined

Unique Philosophical, Curricular, or Instructional Considerations

1. The licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team when:
 - a. The educational need for occupational therapy as a related service is being determined, and
 - b. A student who is receiving occupational therapy as a related service is being reviewed by the IEP, EP, or IFSP team.
2. Once the educational need for occupational therapy has been determined in accordance with the provisions of this rule, a plan of treatment as referenced in s.468.203, F.S., shall be developed. The plan of treatment may be included as a part of the IEP, EP, or IFSP.
3. Pursuant to s. 468.203, F.S., occupational therapy:
 - a. May be provided by either a licensed occupational therapist or a licensed occupational therapy assistant.
 - b. The occupational therapy assistant is supervised by the licensed occupational therapist.
 - c. The licensed occupational therapist provides both initial direction in developing a plan of treatment and periodic inspection of the actual implementation of the plan. Such plan of treatment shall not be altered by the supervised individual without prior consultation with, and the approval of, the supervising occupational therapist.

- d. The supervising occupational therapist need not always be physically present or on the premises when the assistant is performing services. However, except in cases of emergency, supervision shall require the availability of the supervising occupational therapist for consultation with and direction of the supervised individual.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who need occupational therapy.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

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Section B.17: Provision of Physical Therapy to Exceptional Students as a Related Service

Statutory and Regulatory Citations

34 CFR §300.34

Chapters 456, 458, 459, 461, 466 and 486, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03024, 6A-6.03028, 6A-6.03411 and 64B17-6.001, F.A.C.

Definitions

1. Physical therapy means services provided by a licensed physical therapist.
2. Related service provider means the licensed physical therapist responsible for the assessment and provision of school-based physical therapy as a related service.

Assessments

As defined in s. 486.021, F.S., prior to the provision of physical therapy, assessments shall be conducted by the related service provider as defined in the Physical Therapy Practice Act, Chapter 486, s. 486.021, F.S. Rule 6A-6.03024(1)(c), F.A.C., defines a related service provider as the licensed physical therapist responsible for the assessment and provision of school-based physical therapy as a related service as defined in s. 1003.01(3)(b), F.S., and Rule 6A-6.03411(1)(dd)3.i., F.A.C.

Determination of Need for Physical Therapy

To determine need for physical therapy as a related service the individual educational plan (IEP), the educational plan (EP), or the individualized family support plan (IFSP) team shall do the following:

1. Review assessments conducted by the related service provider and all other relevant data.
2. Determine if physical therapy services are needed to assist a student to benefit from specially designed instruction.
3. Include input from the physical therapist to assist the IEP, EP, or the IFSP team when the educational need for physical therapy as a related service is being determined.

Unique Philosophical, Curricular, or Instructional Considerations

1. The licensed therapist or licensed assistant shall provide input to assist the IEP, EP, or IFSP team when:
 - a. The educational need for physical therapy as a related service is being determined, and
 - b. A student who is receiving physical therapy as a related service is being reviewed by the IEP, EP, or IFSP team.
2. Once the educational need for physical therapy has been determined in accordance with the provisions of this rule, a plan of treatment as referenced in s. 468.203, F.S., shall be developed. The plan of treatment may be included as a part of the IEP, EP, or IFSP.
3. Pursuant to s. 486.021, F.S., physical therapy may be provided by either a licensed physical therapist or a licensed physical therapist assistant, who is under the general supervision of a physical therapist. The supervision of a physical therapist assistant shall not require on-site supervision by the physical therapist.
4. Pursuant to Rule 64B17-6.001, F.A.C., the supervising physical therapist shall be:
 - a. Accessible at all times by two-way communication, which enables the physical therapist to respond to an inquiry when made and to be readily available for consultation during the delivery of care.
 - b. Within the same geographic location as the assistant.
 - c. Provided both initial direction in developing a plan of treatment and ensuring the plan is appropriately implemented on a consistent basis. The supervised individual cannot change the plan of treatment without prior consultation with, and the

approval of, the supervising physical therapist.

- d. Readily available to the physical therapist assistant with emphasis placed on directing the assistant through frequent reporting, both verbal and written and frequent observations of the care rendered.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who need physical therapy.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

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Section C: Individual Educational Plan

Statutory and Regulatory Citations

34 CFR §§300.29, 300.106, 300.110, 300.320 through 300.328, and 300.503

Sections 1001.02, 1002.3105, 1003.01, 1003.4203, 1003.4282, 1003.4285, 1003.57, 1003.5715, 1003.5716, 1003.572, 1008.22 and 1008.212, F.S.

Rules 6A-1.0943, 6A-1.09441, 6A-1.0996, 6A-1.09963 6A-6.03028, 6A-6.0311 through 6A-6.0361 and 6A-6.03311, F.A.C.

Definition

An IEP is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 6A-6.03028, F.A.C. Parents are partners with schools and district personnel in developing, reviewing, and revising the IEP. The procedures for the development of IEPs for students with disabilities are as follows:

Note: Since an EP is defined in Rule 6A-6.030191, F.A.C., as being developed for students identified solely as gifted, an IEP rather than an EP is developed for students who are gifted and have also been identified as having a disability.

Procedures

1. Role of parents

The role of the parents in developing IEPs includes, but is not limited to:

- a. Providing critical information regarding the strengths of their student;
- b. Expressing their concerns for enhancing the education of their student so that their student can receive FAPE;
- c. Participating in discussions about the student's need for special education and related services;
- d. Participating in deciding how the student will be involved and progress in the general curriculum, including participation in state and district assessments;
- e. Participating in the determination of what services the district will provide to their student and in what setting;
- f. Participating in the determination of which course of study leading to a standard diploma the student will pursue, consistent with s. 1003.4282, F.S., to include a course of study leading to a Scholar or Merit designation in accordance with s. 1003.4285, F.S.

2. Parent participation in IEP team meetings

The district shall establish procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the individual educational plan. Parents of each student with a disability must be members of any group that makes decisions on the educational placement of their child.

- a. In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting:
 - Parents are notified of the meeting early enough to ensure that they have an opportunity to attend
 - The meeting is scheduled at a mutually agreed upon time and place
- b. A written notice to the parent indicates the purpose; time; location of the meeting; who, by title or position, will be in attendance; and includes a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child.
 - Parents may also request that a Part C service coordinator or other representative of the Part C system be invited to attend the initial IEP team meeting for a child previously receiving early intervention services under Part C of IDEA.
 - Decisions as to which particular teacher(s) or special education provider(s) are members of the IEP team are made by the district, based on the needs of the student.

- The written notice to the parent clearly indicates which persons invited to the IEP team meeting are required members of the team and, thus, would require excusal as described in subsection 4. below.
Any time an IEP team meeting is convened for the purpose of reviewing or changing a student's IEP as it relates to administration of the Florida Alternate Assessment and the provision of instruction in the state standards access points curriculum, or placement of the student in an exceptional student education center, the school must provide the notice to the parent at least 10 days prior to the meeting.

- c. No later than the first IEP to be in effect when the student attains the age of 14 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be to identify transition services needs of the student and that the district will invite the student.
- d. Not later than the first IEP to be in effect when the student turns 16 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be consideration of the postsecondary and career goals and transition services for the student, that the district will invite the student and will identify any other agency that will be invited to send a representative to the meeting.
- e. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls or video conferencing.
- f. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parent. In this case, the district maintains a record of its attempts to arrange a mutually agreed upon time and place. These records include such items as:
 - Detailed records of telephone calls made or attempted, and the results of those calls
 - Copies of correspondence sent to the parents and any responses received
 - Detailed records of visits made to the parents' home or place of employment, and the results of those visits
- g. The district takes whatever action is necessary to ensure that the parents, and the student when the student is the age of 14, understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English.
- h. A meeting does not include informal or unscheduled conversations involving school district personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school district personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.
- i. The district provides the parent with a copy of the IEP at no cost to the parent.

3. IEP team participants

The IEP team, with a reasonable number of participants, shall include:

- a. The parents of the student
- b. At least one regular education teacher of the student, if the student is or may be participating in the regular education environment; the regular education teacher of a student with a disability participates, to the extent appropriate, in the development, review, and revision of the student's IEP, including assisting in the determination of:
 - Appropriate positive behavioral interventions and supports and other strategies for the student
 - Supplementary aids and services, classroom accommodations, modifications, or supports for school personnel to be provided for the student
- c. At least one special education teacher of the student, or, where appropriate, one special education provider of the student
- d. A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the district; at the discretion of the district, the student's special education teacher may be designated to also serve as the representative of the district if the teacher meets these requirements

- e. An individual who can interpret the instructional implications of evaluation results; this role may be fulfilled by another member of the IEP team
- f. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel; the determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the IEP team meeting
- g. The student, if appropriate, and in all cases where a purpose of the meeting will be the identification of the student's transition services needs or consideration of postsecondary and career goals for the student and the transition services needed to assist the student in reaching those goals; if the student does not attend the IEP team meeting to identify transition services needs or consider postsecondary and career goals and transition services, the district takes other steps to ensure that the student's preferences and interests are considered
- h. Agency representatives— To the extent appropriate and with the consent of the parents or a student who has reached the age of majority, the school district will invite a representative of any participating agency that may be responsible for providing or paying for transition services; parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services
- i. In the case of a student who was previously served and received early intervention services under Part C of the IDEA, the Part C service coordinator or other representatives of the Part C system must be invited to the initial IEP team meeting, at the request of the parent, to assist with the smooth transition of services
- j. The district will determine the specific personnel to fill the roles

4. IEP team member excusal

- a. A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.
- b. A member of the IEP team also may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the school district consent to the excusal and the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.
- c. The district has designated the following individual(s), by name or position, as having the authority to make the agreement with the parent, or provide consent on behalf of the district, to excuse an IEP team member from attending an IEP team meeting.

Identify the individual(s), by name or position, who have been granted this authority.

Maintaining the minimum IEP team members, the LEA representative may excuse others with parent agreement. This will be reflected on the IEP.

- d. If a required IEP team member is unable to attend the meeting as scheduled, the parent can agree to continue with the meeting and request an additional meeting if more information is needed, or request that the meeting be rescheduled.

5. Transition of children with disabilities from the infants and toddlers early intervention program

- a. An IEP or an IFSP must be developed and implemented by the third birthday of a child who has been participating in the early intervention program for infants and toddlers with disabilities.
- b. Each school district shall participate in transition planning conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.
- c. If the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

6. IEP timelines

Timelines for IEPs include the following:

- a. An IEP that has been reviewed, and, if appropriate, revised periodically, but not less than annually, must be in effect at the beginning of each school year for each eligible student with a disability within the district's jurisdiction.
- b. An IEP must be developed within 30 calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services.
- c. A meeting shall be held at least annually to review, and revise, as appropriate, each IEP.

7. Considerations in IEP development, review, and revision

The IEP team considers the following factors in the development, review, and revision of the IEP:

- a. Strengths of the student and concerns of the parents for enhancing the education of their child
- b. Results of the initial or most recent evaluation or reevaluation
- c. As appropriate, results of the student's performance on state or districtwide assessments
- d. Academic, developmental, and functional needs of the student
- e. In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior
- f. In the case of a student with limited English proficiency, the language needs of the student as related to the IEP
- g. In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, including future needs and appropriate reading and writing media (including an evaluation of the student's future need for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student
- h. The communication needs of the student
- i. In the case of a student who is deaf or hard-of-hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Communication Plan form (available at flrules.org/gateway/reference.asp?no=ref-04776) adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner.
- j. Whether the student requires assistive technology devices or services; on a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or other settings is required if the IEP team determines that the student needs access to those devices in order to receive FAPE
- k. At least annually, whether extended school year (ESY) services are necessary for the provision of FAPE to the student if the IEP team determines, on an individual basis, that the services are necessary; school districts may not limit ESY to particular categories of a disability or unilaterally limit the type, amount, or duration of those services.
 - Pursuant to 34 CFR §300.106, ESY services must be considered by the IEP or individualized family support plan (IFSP) team as part of the provision of FAPE for students with disabilities. ESY is special education and related services that are provided to a student with a disability beyond the normal school year of the public agency, in accordance with the child's IEP or IFSP and at no cost to the parent of the child and meets the standards of the state educational agency (SEA).
 - ESY is not intended to provide education beyond that which has been determined necessary by the IEP or IFSP team to ensure FAPE. In many cases, not all of the services specified in an individual student's IEP or IFSP for the school year need to be provided as part of ESY services.

- Parental requests for ESY services must be considered. However, if ESY services are requested by the parent and the IEP or IFSP team does not determine the provision of the requested ESY services as necessary for the provision of FAPE, then a written informed notice of refusal must be provided.

Describe the district's procedures for determining the need for ESY services for individual students.

Extended school year (ESY) services (special education and related services) for students are required if the IEP team or family support plan (FSP) has reason to believe that the provision of a free appropriate public education (FAPE) for an individual student would be jeopardized without such services. It is important that a variety of criteria or factors be considered when determining whether ESY services are necessary in order to ensure the provision of FAPE. When determining the need for ESY services (special education and related services) for individual students, IEP or FSP teams engage in a determination of needs process that entails examining the following information and data:

- Regression/Recoupment - Without special education and related services there is a substantial likelihood of substantial regression of critical skills caused by the school break and a failure to recover those lost skills in a reasonable time following the school break.
- Interfering Behaviors- the IEP committee determines whether any interfering behaviors, such as stereotypic, ritualistic, aggressive, or self-injurious behaviors targeted by the IEP goals and objectives have prevented the student from receiving benefit from the educational program during the previous school year and whether interruption of instruction on those objectives caused by a school break will prevent the student from receiving benefit from the educational program during the next school year.
- Critical Point of Instruction - The IEP committee determines whether, without ESY services, the student requires instruction in a critical area(s), which results in the likelihood of preventing the student from receiving benefit from the educational program during the regular school year without ESY services.
- Emerging Skills Breakthrough – The IEP team reviews all goals and objectives targeting critical life skills to determine whether any of the skills are at a breakthrough point. When critical life skills are at this point, the IEP committee determines whether the interruption of instruction on those goals and objectives caused by the school break is likely to prevent the student from receiving benefit from the educational program.
- Nature/Severity of Disability - The IEP committee determines whether, without ESY services, the nature and/or severity of the student's disability is likely to prevent the student from receiving benefit from the educational program during the regular school year without ESY services.
- Degree of Progress- The IEP committee reviews the student's progress toward goals on critical life skills and determines whether without ESY services, the student's degree of progress toward the goals will prevent the student from receiving benefit from his/her educational program during the regular school year.
- Special Circumstances - The IEP team considers any special circumstances such as parental concerns, legal considerations, and special needs of the students, not covered above. Examples of students who may require ESY services under this criterion include, but are not limited to, the following:
 - (a) A student who has recently obtained paid employment and requires the services of a job coach in order to maintain successful employment.
 - (b) A student who requires ESY services in order to remain in his or her existing LRE and prevent movement to a more restrictive setting.
 - (c) A student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills.

IEP teams consider a student's need for ESY at each annual IEP review and again at interim IEP reviews if applicable. Data collection is ongoing throughout the school year, and as an added measure, IEP teams consider the need (review available information and analyze data) for ESY for all ESE students in the early spring. IEP meetings are scheduled accordingly. Appropriate data to be reviewed includes, but is not limited to, the following: Pattern of regression after past breaks in service, individualized education plans, positive behavioral support plans, report cards, work samples, probes/running records, pre/post-test before/after breaks, teacher-made checklists, frequency charts, progress on annual goals, anecdotal records from home/school, referrals/discipline files, point sheets, therapy logs, and other documentation related to extenuating circumstances. In addition, parents, teachers, and other professionals are all valuable sources of information.

Describe the district's procedures for informing staff that varying amounts, types and durations of ESY services are possible based on the individual needs of a student. (Any predetermination or set policy on the amount of time ESY will be provided is contrary to the regulations.)

The district has procedures for informing staff that varying amounts, types and durations of ESY services (special education and related services) are based on the individual needs of a student. Examples of various types of ESY include the following: direct instruction or support facilitation once or more per week, therapy, web-based learning (with or without periodic consultation or support facilitation), computer software, take-home instructional materials, and consultation. Also, some students may engage in credit recovery during the regular school year. District staff (ESE administrators, ESE Staffing specialists, and ESE Curriculum specialists) share this information with all ESE teachers at the start of each school year. In addition, ESE specialists meet with school-based ESE teacher teams on a monthly basis and share this information periodically. When IEP teams consider a student's need for ESY, they are encouraged to engage in a structured determination of needs process. The process in part requires teachers to consider varying amounts, types, and durations of ESY services based on the student's individual needs. An ESE district specialist monitors the various ESY service delivery models and helps to ensure the district's ESY policies and procedures are implemented with fidelity. Also, district ESY best practices and procedures are detailed in the district's ESE Admissions and Placement manual. This manual is accessible to all ESE and general education teachers.

- I. If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect

8. Content of the IEP

Each IEP must include the following:

- a. A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum, or for prekindergarten children, as appropriate, how the disability affects the student's participation in appropriate activities.
- b. A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities and meeting each of the student's other educational needs that result from the student's disability.
- c. A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- d. A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- e. A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals; be involved and progress in the general curriculum; to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in the activities described in this section. (A parent must provide signed consent for a student to receive instructional accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.)
- f. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or in the activities described above.
- g. A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the statewide, standardized assessments or district assessments.

Accommodations that negate the validity of a statewide assessment are not allowable in accordance with s. 1008.22, F.S. If the IEP team determines that the student will take the Florida Alternate Assessment instead of other statewide, standardized assessments or an alternate district assessment of student achievement, the IEP must include a statement of why the student cannot participate in other statewide, standardized assessments or district assessments and, if applicable why the particular district alternate assessment selected is appropriate for the student. If a student does not participate in the statewide, standardized assessment program as a result of being granted an extraordinary exemption in accordance with s.

1008.212, F.S., or a medically complex exemption in accordance with s. 1008.22(9), F.S., the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation in accordance with s. 1008.22(3), F.S.

- h. The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- i. A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- j. A statement to identify any Career and Professional Education (CAPE) Digital Tools certificates and CAPE industry certifications the student seeks to attain before high school graduation.

9. Transitional needs addressed within IEP

- a. Before attaining the age of 14 years, in order to ensure quality transition planning and services, IEP teams shall begin the process of identifying transition services needs of students with disabilities, to include the following:
 - A statement of intent to pursue a standard high school diploma pursuant to s.1003.4282(1)-(9), (11), F.S., and a Scholar or Merit designation in accordance with s. 1003.425, F.S., as determined by the parent;
 - The preparation needed for the student to graduate from high school with a standard diploma and a Scholar or Merit diploma designation as determined by the parent; and
 - Consideration of the student's need for instruction or the provision of information in the area of self-determination and self-advocacy to assist the student to be able to actively and effectively participate in IEP meetings, so that needed postsecondary and career goals may be identified and in place by age 16 years.
- b. Beginning not later than the first IEP to be in effect when the student attains the age of 16, or younger if determined appropriate by the parent and the IEP team, the IEP must include the following statements that must be updated annually:
 - A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements in s. 1003.4282, F.S. This requirement does not apply if the student entered Grade 9 prior to the 2014-2015 school year and is pursuing a special diploma in accordance with the student's IEP;
 - A statement of the outcomes and the additional benefits expected by the parent and the IEP team at the time of the student's graduation.
 - A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills and the transition services, including courses of study needed to assist the student in reaching those goals.
 - If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP. However, this does not relieve any participating agency, including the Division of Vocational Rehabilitation Services (VR), of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.
- c. Any change in the IEP for the goals specified in b) must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.
- d. Beginning at least one year before the student's eighteenth birthday, a statement that the student has been informed of his or her rights that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age.
- e. Beginning with the 2015-2016 school year, a statement identifying Career and Professional Education (CAPE) digital tool certificates and the CAPE industry certifications that the student seeks to attain before high school graduation, if any,

pursuant to s. 1003.4203, F.S.

- f. For students whose eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under State law, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which should include recommendations on how to assist the student in meeting the postsecondary and career goals.

10. Requirements for a Standard Diploma are found in s. 1003.4282, F.S., and Rule 6A-6.03028, F.A.C.

11. High School Graduation Requirements for Students with Disabilities

a. General requirements.

Beginning in the 2014-2015 school year, students with disabilities entering Grade 9 may attain a standard diploma and earn standard diploma designations by meeting the requirements in ss. 1003.4282(1)-(9) or 1002.3105(5), or 1003.4282(10) and 1003.4285, F.S. Nothing contained in Rule 6A-1.09963, F.A.C., shall be construed to limit or restrict the right of a student with a disability solely to the options described in Rule 6A-1.09963, F.A.C. A certificate of completion will be awarded to students who earn the required 18 or 24 credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with s. 1008.22(3)(c) 2., F.S., or participation in a statewide assessment has been exempted in accordance with s. 1008.212, F.S., or s. 1008.22(9), F.S. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma or a special certificate of completion.

b. Definitions from Rule 6A-1.09963, F.A.C.

- i. Access courses. Access courses are approved by the State Board of Education and are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Access courses are based on the access points. Access points are academic expectations intended only for students with significant cognitive disabilities and are designed to provide these students with access to the general curriculum.
- ii. Alternate Assessment. In accordance with s. 1008.22(3)(c), F.S., an alternate assessment is a statewide standardized assessment designed for students with significant cognitive disabilities in order to measure performance on the access points.
- iii. Employment transition plan. A plan that meets the requirements found in s. 1003.4282(10)(b)2.d., F.S. This plan is separate from the IEP.
- iv. Eligible career and technical education (CTE) course. Eligible CTE courses include any exceptional student education (ESE) or general education CTE course that contains content related to the course for which it is substituting. Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points (MOCPs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCPs must be developed for students in conjunction with their IEP and must be documented on the IEP. Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a postsecondary program if the student is earning secondary (high school) credit for the program.

c. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C., and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in s. 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area, or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

- i. Eligible CTE courses, as defined in Rule 6A-1.09963(2)(d), F.A.C., may substitute for Access English IV; one mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one science credit, with the exception of Access Biology; and one social studies credit, with the exception of Access

United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

- ii. Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.
 - iii. A score of at least 4 on the Florida Alternate Assessments in reading and math must be attained, until replaced by the Grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with s. 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.
 - iv. For those students whose performance on standardized assessments is waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples, and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community-based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.
- d. Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in s. 1003.4282(1)-(9), F.S., or s. 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
- i. Eligible CTE courses, as defined in Rule 6A-1.09963(2)(d), F.A.C., may substitute for English IV; one mathematics credit, with the exception of Algebra and Geometry; one science credit, with the exception of Biology; and one social studies credit, with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.
 - ii. Students must earn a minimum of one-half credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in s. 1003.4282(10)(b)2.d., F.S., for the equivalent of at least one semester. Additional credits in employment-based courses are permitted as electives.
 - iii. Documented achievement of all components defined in s. 1003.4282(10)(b)2.b., F.S., on the student's employment transition plan.
- e. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.
- f. Deferral of receipt of a standard diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at s. 1003.4282(10)(c), F.S.
- i. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of 18 for whom rights have transferred in accordance with Rule 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
 - a. The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.

b. School districts must inform the parent and the student, in writing, by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

c. The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

ii. A student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns 22.

The repeal of s. 1003.438, F.S., effective July 15, 2015, does not apply to a student with a disability as defined in s. 1003.438, F.S., whose individual educational plan, as of June 20, 2014, contains a statement of intent to receive a special diploma. Such student shall be awarded a special diploma in a form prescribed by the Commissioner of Education if the student meets the requirements specified in s. 1003.438, F.S., and in effect as of June 20, 2014. Any such student who meets all special requirements of the district school board in effect as of June 20, 2014, but who is unable to meet the appropriate special state minimum requirements in effect as of June 20, 2014, shall be awarded a special certificate of completion in a form prescribed by the Commissioner of Education.

12. Separate parental consent for specific actions included in an IEP

In accordance with s. 1003.5715, F.S., effective July 1, 2013, separate parental consent for the following actions in a student's IEP is required:

- a. Administration of an alternate assessment pursuant to s. 1008.22, F.S., and instruction in the state standards access points curriculum.
- b. Placement of the student in an ESE center school.

The district must use the following forms adopted by FDOE for obtaining consent.

- o Parental Consent Form: [Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration](#)
- o Parental Consent Form: [Student Placement in an Exceptional Education Center](#)

In accordance with 34 CFR §300.503, each consent form must be provided in the parent's native language as defined in 34 CFR §300.29. Consent forms can be accessed at the following link: flrules.org/gateway/reference.asp?no=ref-03384. A district may not proceed with the actions described above unless the district documents reasonable efforts to obtain the parent's consent and the student's parent has failed to respond or the district obtains approval through a due process hearing.

Except for a disciplinary change in placement as described in s. 1003.57(1)(h), if a district determines that there is a need to change a student's IEP related to administration of the alternate assessment, instruction in the access points curriculum, or ESE center school placement, the school must hold an IEP team meeting that includes the parent to discuss the reason for the change. The school shall provide written notice to the parent at least 10 days before the meeting, indicating the purpose, time, and location of the meeting and who, by title or position, will attend the meeting. The IEP team meeting requirement may be waived by informed consent of the parent after the parent receives the written notice.

For a change in a student's IEP related to administration of the alternate assessment, instruction in access points curriculum, or ESE center school placement, the district may not implement the change without parental consent unless the district documents reasonable efforts to obtain the parent's consent and the student's parent has failed to respond or the district obtains approval through a due process hearing and resolution of appeals.

13. Least restrictive environment (LRE) and placement determinations:

- o To the maximum extent appropriate, students with disabilities, including those in public or private institutions or other facilities, are educated with students who are not disabled. A school district shall use the term "inclusion" to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Section 1003.57(1)(f), F.S., requires that, once every three years, each school district and school must complete a Best Practices in Inclusive Education (BPIE) assessment. The BPIE is an internal assessment process designed to facilitate the analysis, implementation and improvement of inclusive educational practices. The results of this process, including all planned short- and long-term improvement efforts, must be included in the school district's ESE policies and procedures.

The district completed the BPIE.

Date completed (Please upload the district's BPIE action plan that must include all short- and long-term improvement efforts, in Appendix F).

District Assessment and Planning Dates: Best Practices for Inclusive Education (BPIE) Self-Assessment Date: October 19, 2017 BPIE FIN Services Plan (FSP) Date: October 30, 2017 Scheduled FSP Review Dates: May 2018, May 2019

The anticipated date for the triennial BPIE assessment, if known.

October 30, 2020

- o Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and
- o A continuum of alternative placements must be available to meet the needs of students with disabilities for special education and related services, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. A school district must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Describe the district's continuum of alternative placements (e.g., instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions). If your district contracts with another district to provide a placement option, please indicate this as well.

Students with disabilities are educated in the least restrictive environment. The regular classroom is the first placement option for special education services to be considered, but for some students additional placement options may be necessary. The district offers a variety of alternative placements for students with disabilities: Regular Class, Regular Class with Support, Resource Room, Self-contained classes (InD, ASD, EBD, LI) Alternative Discipline Settings, and Hospital/Homebound Instruction. Special classes, special schooling, or other removal of exceptional education students from regular classes shall occur only when the nature or severity of the handicap cannot be satisfactorily accommodated with supplementary aids and services in the regular classroom. The emphasis on participation in the general education curriculum is intended to focus attention on the accommodations or modifications necessary to enable students with disabilities to access the general education curricula as well as a strong presumption in favor of a regular classroom placement. The district contracts with the Clarke School in Duval county. The Clarke school provides services to students with visual impairments ages 3-5 full time; students with visual impairments grades K-8 itinerate; students who are Deaf/Hard of Hearing full time or itinerate grades PreK-5; students who are Deaf/Hard of Hearing itinerate grades 6-12.

Describe the district's procedures regarding provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

The extent to which an individual student participates in the regular education setting with the use of supplementary aids and services is determined on a case-by-case basis by the individual educational plan team. This requires individualized inquiry into the unique educational needs of each student so that the team can determine the possible range of aids and supports that would enable the student to be educated satisfactorily in the regular education environment before a more restrictive placement is considered. Supplementary services are provided in regular education classes, nonacademic, and extracurricular settings to enable students with disabilities to be educated with students without disabilities to the maximum extent possible.

- o In determining the educational placement of a student with a disability, including a preschool child with a disability, each school district must ensure that:
 - The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
 - The placement decision is made in accordance with the LRE provisions listed above.
 - The student's placement is determined at least annually, is based on the student's IEP, and is as close as possible to the student's home.
 - Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.
 - In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs.
 - A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- o In providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the school district and assistance in making outside employment available), each school district must ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. The school district must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

14. Review and revision of the IEP

The district ensures that the IEP team:

- a. Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved
- b. Revises the IEP as appropriate to address:
 - Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate
 - Results of any reevaluation conducted
 - Information about the student provided to or by the parents
 - The student's anticipated needs or other matters
 - Consideration of the factors described earlier in subsection 7
- c. Responds to a parent's right to ask for revision of the student's IEP

- d. Encourages the consolidation of reevaluation meetings for the student and other IEP team meetings for the student, to the extent possible

15. Changes to the IEP

Generally, changes to the IEP must be made by the entire IEP team at an IEP team meeting and may be made by amending the IEP rather than by redrafting the entire IEP. However, in making changes to the IEP after the annual IEP team meeting for a school year, the parent and school district may agree not to convene an IEP team meeting for purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP without a meeting, the district must ensure that the student's IEP team is informed of those changes. Upon request, a parent will be provided a revised copy of the IEP with the amendments incorporated. In addition, the following changes to the IEP and decisions made by the IEP team must be approved by the parent or the adult student, if rights have transferred, in accordance with Rule 6A-6.03311(8), F.A.C. Such changes are subject to an independent reviewer selected by the parent as provided in s. 1003.572, F.S., and include:

- a. Changes to the postsecondary or career goals; and,
- b. Beginning with students entering Grade 9 in the 2014-2015 school year, changes in the selected graduation option specified in the student's IEP and any waiver of statewide standardized assessment results made by the IEP team in accordance with the provisions of s. 1008.22(3)(c), F.S.

16. Students with disabilities in adult prisons

The requirements relating to participation in general assessments do not apply to students with disabilities who are convicted as adults under state law and incarcerated in adult prisons. In addition, the requirements relating to transition planning and services do not apply with respect to those students whose eligibility for services under Part B of IDEA will end because of their age before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release. The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. The requirements relating to the IEP content and LRE do not apply with respect to such modifications.

17. IEP implementation and accountability

The school district is responsible for providing special education to students with disabilities in accordance with the students' IEPs. However, it is not required that the school district, teacher, or other person be held accountable if a student does not achieve the growth projected in the annual goals and benchmarks or objectives. An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The district must make a good faith effort to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

18. IEPs and meetings for students with disabilities placed in private schools or community facilities by the school district

If a student with a disability is placed in a private school by the school district, in consultation with the student's parents, the school district will ensure that the student has the same rights as a student with a disability served by the school district. Before placing the student, the school district initiates and conducts a meeting to develop an IEP or IFSP for the student. The district will ensure the attendance of a representative of the private school at the meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls. After a student with a disability enters a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the school district. However, the school district must ensure that the parents and a school district representative are involved in decisions about the IEP and agree to proposed changes in the IEP before those changes are implemented by the private school. Even if a private school or facility implements a student's IEP, responsibility for compliance with state board rules remains with the school district. These requirements apply only to students who are or have been placed in or referred to a private school or facility by a school district as a means of providing FAPE. If placement in a public or private residential program is necessary to provide special education to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.

19. Access to instructional materials

The school district will take all reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.

20. Physical education

Physical education services, specially designed if necessary, must be made available to every student with a disability receiving FAPE, unless the school district does not provide physical education to students without disabilities in the same grades. Each student with a disability will be afforded the opportunity to participate in the regular physical education program available to nondisabled students unless the student is enrolled full-time in a separate facility or the student needs specially designed physical education, as prescribed in the student's IEP. If specially designed physical education is prescribed in a student's IEP, the school district will provide the services directly or make arrangements for those services to be provided through other public or private programs. The school district responsible for the education of a student with a disability who is enrolled in a separate facility must ensure that the student receives appropriate physical education services in compliance with the section.

21. Treatment of charter school students

Students with disabilities who attend public charter schools and their parents retain all rights under Rules 6A-6.03011 through 6A-6.0361, F.A.C. The school district will serve students with disabilities attending those charter schools in the same manner as the district serves students with disabilities in its other schools. This includes the following:

- a. Providing supplementary and related services on site at the charter school to the same extent to which the school district has a policy or practice of providing such services on the site to its other public schools
- b. Providing funds under Part B of the IDEA to those charter schools on the same basis as the school district provides funds to the school district's other public schools:
 - i. Including proportional distribution based on relative enrollment of students with disabilities
 - ii. At the same time as the school distributes other federal funds to its other public schools

22. Program options

The school district must take steps to ensure that students with disabilities have available to them the variety of educational programs and services available to nondisabled students in the area served by the school district, including art, music, industrial arts, consumer and homemaking education, and career and technical education.

The school district has the option to include additional information regarding the development and implementation of IEPs.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section D: Discipline

Statutory and Regulatory Citations

34 CFR §§300.530–300.537

Sections 893.02, 893.03, 1002.20, 1002.22, 1003.01, 1003.31, 1003.57, and 1006.09, F.S.

Rules 6A-1.0955, 6A-6.03011 through 6A-6.0361 and 6A-6.03312, F.A.C.

Definitions

1. Change of placement because of disciplinary removals

For the purpose of removing a student with a disability from the student's current educational placement as specified in the student's IEP under Rule 6A-6.03312, F.A.C., a change of placement occurs with **either** of the following:

a. The removal is for more than 10 consecutive school days.

b. The student has been subjected to a series of removals that constitutes a pattern that is a change of placement because the removals cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. A school district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement, and this determination is subject to review through due process and judicial proceedings.

2. Controlled substance

A controlled substance is any substance named or described in Schedules I–V of s. 893.03, F.S.

3. Illegal drug

An illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act, 21 U.S.C. 812(c), or under any other provision of federal law.

4. Serious bodily injury

Serious bodily injury means bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

5. Weapon

Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade that is less than two and a half inches in length.

6. Manifestation determination

A manifestation determination is a process by which the relationship between the student's disability and a specific behavior that may result in disciplinary action is examined.

7. Interim alternative educational setting (IAES)

An interim alternative educational setting is a different location where educational services are provided for a specific time period due to disciplinary reasons and that meets the requirements of Rule 6A-6.03312, F.A.C.

Procedures

1. For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior, will be considered in the development of their IEPs. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in Rule 6A-6.03312, F.A.C., is appropriate for a student with a disability who violates the Code of Student Conduct.

Describe the district's procedures for providing information and training regarding positive behavioral interventions and supports.

The district provides Behavior Resource Teachers to selected sites. Training is provided to these teachers on a monthly basis. The Behavior Resource Teachers are responsible for providing that information to the teachers on their school campus. Safe Crisis Management training (seclusion and restraint) is mandatory for all behavioral health assistants. ESE teachers are also trained in these procedures, and receive training in positive behavioral interventions. This training occurs on an annual basis. The district also provides training to individual teachers through the district ESE specialists for behavior and behavior analysis. County-wide professional development regarding positive behavior interventions and supports is offered during a summer institute for teachers.

Describe how the district addresses behavior in the development of the IEP for students with disabilities whose behavior impedes their learning or the learning of others.

When the IEP team determines that the student has behavior that impedes his/her learning or the learning of others, such must be indicated on the IEP, and the IEP team must address that behavior in the development of the IEP. The team must address the student's behavior by reflecting, at a minimum, one of the following in the IEP: 1) that an FBA or BIP will/has been done and will/does exist for the student and is listed as a service in the IEP; 2) an IEP goal in the area of behavioral concern is included in the IEP; 3) specially designed instruction and/or related services are provided to address the behavior.

2. Authority of school personnel

Consistent with the school district's Code of Student Conduct and to the extent that removal would be applied to nondisabled students, school personnel:

- a. May remove a student with a disability, who violates a code of student conduct, from the student's current placement for not more than 10 consecutive school days
- b. May remove a student with a disability, for not more than 10 consecutive school days in that same school year, for separate incidents of misconduct, as long as those removals do not constitute a change in placement, as defined in Rule 6A-6.03312, F.A.C.

Describe the district's procedures for monitoring out-of-school suspensions, to include the review of suspension and expulsion data.

The ESE discipline specialist monitors the out of school suspensions and provides reports to district personnel, school administrators, and ESE staffing specialists on a monthly basis. The ESE discipline specialist also reviews expulsion data as it becomes available throughout the school year. The discipline specialist attends all ESE expulsion meetings.

Describe the district's procedures for determining whether a pattern of removals constitutes a change of placement (See Definitions 1 a-b).

The district prohibits any SWD from being removed for more than ten (10) cumulative or consecutive days within a school fiscal year. Any disciplinary removal of a student with a disability for more than 10 days in a school year is considered a change of placement. If a decision is made that a change of placement via the use of disciplinary removals over 10 at a time or 10 cumulatively in a school year will occur for a student with a disability, the student's IEP team will be convened to conduct a manifestation determination review.

3. Manifestation determination

A manifestation determination, consistent with the following requirements, will be made within 10 school days of any decision to change the placement of a student with a disability because of a violation of a Code of Student Conduct.

- a. In conducting the review, the school district, the parent, and relevant members of the IEP team (as determined by the parent and the school district):
 - Will review all relevant information in the student's file, including any information supplied by the parents of the student, any teacher observations of the student, and the student's current IEP

- Will determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct in question was the direct result of the school district's failure to implement the IEP
- b. If the school district, the parent, and relevant members of the IEP team determine that the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or that the conduct in question was the direct result of the school district's failure to implement the IEP, the conduct will be determined to be a manifestation of the student's disability and the school district will take immediate steps to remedy those deficiencies.
- c. If the school district, the parent, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team will either:
- Conduct a functional behavioral assessment (FBA), unless the school district had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
 - If a BIP has already been developed, review and modify it, as necessary, to address the behavior; and
 - Except as provided in 6. of this section, return the student to the placement from which the student was removed, unless the parent and the school district agree to a change in placement as part of the modification of the BIP.
- d. For disciplinary changes of placement, if the behavior that gave rise to the violation of a Code of Student Conduct is determined not to be a manifestation of the student's disability, the relevant disciplinary procedures applicable to nondisabled students may be applied to the student in the same manner and for the same duration in which they would be applied to nondisabled students, except that services necessary to provide FAPE will be provided to the student with a disability, as described in 5. of this section.
- e. If a parent disagrees with the manifestation determination decision made by the IEP team pursuant to this rule, the parent may appeal the decision by requesting an expedited due process hearing as described in 7. of this section.

Describe the district's procedures for scheduling manifestation determination reviews within required timelines and determining participants for these reviews.

Upon receipt of the discipline referral packet a manifestation determination review is scheduled. In no case is the manifestation determination delayed more than five school days after the infraction. Required participants are the IEP team with appropriate composition required by law. In addition to those required IEP team members, additional participants may include targeted case managers, social workers, and school psychologists.

Describe the district's procedures for initiating and conducting FBAs and BIPs in a timely manner.

The IEP committee initiates or reviews the FBA/PBIP. If the student has an FBA and PBIP it is reviewed and revised as appropriate at the IEP meeting (which includes the qualified personnel.) Clay County, over time has developed FBA and PBIP models which vary in intensity based upon presenting behaviors.

Describe the district's procedures for providing training regarding conducting FBAs and developing and implementing BIPs.

Our district conducts a county-wide ESE training during pre-planning. During this time, teachers are provided training in conducting FBAs and developing and implementing BIPs. All campus departments are in-serviced during the school year by curriculum specialists and/or staffing specialists.

Describe the district's procedures for providing FAPE for students when the behavior is determined not to be a manifestation of the student's disability

The student may return to his/her district campus or may be assigned to an alternative interim educational setting. These decisions are made by the IEP committees who convene as a result of recommendation for alternative placement (IAES). Examples of IAES include Bannerman Learning Center which is a separate campus and three elementary cluster sites.

Describe the district's procedures for requesting an expedited due process hearing when parents disagree with a manifestation determination.

In the event that a due process hearing would need to be initiated, the Superintendent's letter to the Division of Administrative Hearings (DOAH) would specify that the request is for an expedited due process hearing. Further, the school board attorney would communicate with both the parent and DOAH that the hearing needs to be expedited as per federal and state regulations.

4. On the date a decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the school district will notify the parent of the removal decision and provide the parent with a copy of the notice of procedural safeguards.
5. Providing FAPE for students with disabilities who are suspended or expelled or placed in an IAES
 - a. A school district is not required to provide services to a student with a disability during removals totaling 10 school days or fewer in that school year if services are not provided to nondisabled students who are similarly removed.
 - b. Students with disabilities who are suspended or expelled from school or placed in an IAES will continue to receive educational services in accordance with s. 1003.01, F.S., including homework assignments, to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP and receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications designed to address the behavior violation so that it does not reoccur.
 - c. After a student with a disability has been removed from the current placement for 10 school days in the school year, if the current removal is not more than 10 consecutive school days and is not a change of placement under this rule, school personnel, in consultation with at least one of the student's special education teachers, will determine the extent to which services are needed to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
 - d. If the removal is a change of placement under Rule 6A-6.03312, F.A.C., the student's IEP team determines appropriate services under 5.b. of this section.

Describe the district's procedures for providing FAPE for students with disabilities who are suspended or expelled or placed in an IAES.

The district reviews and revises the IEP and FBA/PBIP to address a change in placement and there is never a cessation of service, as mandated by case law and legal requirement. Options for the IAES include a separate campus for secondary students and three elementary cluster sites.

Describe the district's procedures for providing training and supports for staff members who provide services to students with disabilities who are suspended or expelled or placed in an IAES.

Training may be provided by curriculum specialists, staffing specialists, mental health therapists, behavior analysts, and members of the sheriff's department. This training is provided to appropriate school staff at the IAES sites. Supports to staff include behavior health assistants, lower pupil-teacher ratio, and mental health counselors.

6. Special circumstances and interim alternative educational settings
 - a. School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - Carries a weapon to or possesses a weapon at school, on school premises, or to a school function under the jurisdiction of an SEA or a school district;
 - Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district; or

- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district.

b. On the date that a decision is made to make a removal that constitutes a change of placement because of a violation of a code of student conduct, the school district will notify the parent of that decision and provide the parent with a copy of the notice of procedural safeguards.

Describe the district's procedures for notifying parents on the date that a decision is made to make a removal that constitutes a change of placement and providing parents with a copy of the notice of procedural safeguards on this date.

Parents are provided written prior notice to attend an IEP meeting. No decisions regarding student placement or removal are made prior to the IEP meeting. If the IEP team decides to change the placement, prior written notice is provided to the parent along with procedural safeguards. If the parent is not in attendance they receive written notice in addition to procedural safeguards. This procedure is applicable for all violations of the code of conduct including expellable offenses.

Describe the district's procedures for tracking students' removals to an IAES to ensure that the 45 school-day limit is maintained.

The ESE discipline specialist monitors the initiation/duration dates on the IEP and has an electronic filing system to ensure the 45 school days are not exceeded. An interim IEP meeting is held before the duration date.

7. Appeal and expedited hearings

a. An expedited hearing may be requested by:

- The student's parent, if the parent disagrees with a manifestation determination or with any decision not made by an administrative law judge (ALJ) regarding a change of placement under Rule 6A-6.03312, F.A.C.
- The school district, if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others

b. The school district may repeat the procedures for expedited hearings if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

c. Expedited due process hearings requested under this subsection will be conducted by an ALJ for the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education, and will be held at the request of either the parent or the school district regarding disciplinary actions. These hearings will meet the requirements prescribed in Rules 6A-6.03011 through 6A-6.0361, F.A.C., except that the hearing will occur within 20 school days of the date the request for due process is filed and an ALJ will make a determination within 10 school days after the hearing. In addition, unless the parents and the school district agree in writing to waive the resolution meeting described herein or agree to use the mediation process set forth in these rules:

- A resolution meeting will occur within seven days of receiving notice of the request for expedited due process hearing
- The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the request for an expedited due process hearing

d. The decision of the ALJ rendered in an expedited hearing may be appealed by bringing a civil action in a federal district or state circuit court, as provided in s. 1003.57(1)(b), F.S.

Describe the district's procedures for setting up resolution meetings within seven days of receiving notice of a request for an expedited due process hearing.

The district has procedures and forms for due process hearings which include the requirement for setting up a resolution meeting within seven days of a request for an expedited hearing. The ESE Director and school board attorney are responsible for scheduling the resolution meeting utilizing district developed forms and correspondence.

An ALJ hears and makes a determination regarding an appeal and request for expedited due process hearing under this subsection and, in making the determination:

- a. An ALJ may return the student with a disability to the placement from which the student was removed if the ALJ determines that the removal was a violation of Rule 6A-6.03312, F.A.C., or that the student's behavior was a manifestation of the student's disability; or
- b. Order a change of placement of the student with a disability to an appropriate IAES for not more than 45 school days if the ALJ determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

The procedures under this subsection may be repeated if a school district believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

9. Student's placement during appeals or expedited due process proceedings

When an appeal as described in 7. above has been made by either the parent or the school district, the student will remain in the IAES determined by the IEP team pending the decision of the ALJ or until the expiration of the time period specified by school personnel, including expulsion for a student where no manifestation was found, unless the parent and the Department of Education or school district agree otherwise.

10. Protections for students not determined eligible for special education and related services

A regular education student who has engaged in behavior that violated a code of student conduct may assert any of the protections afforded to a student with a disability under Rule 6A-6.03312, F.A.C. if the school district had knowledge of the student's disability before the behavior that precipitated the disciplinary action occurred.

a. Basis of knowledge

A school district is deemed to have knowledge that a student is a student with a disability if:

- The parent has expressed concern in writing to supervisory or administrative personnel of the appropriate school district, or a teacher of the student, that the student needs special education and related services; or
- The parent has requested an evaluation to determine whether the student is in need of special education and related services; or
- The teacher of the student, or other school district personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the school district's special education director or to other supervisory school district personnel.

b. Exception

A school district would not be deemed to have knowledge of a disability (see above) if:

- The parent of the student has not allowed an evaluation to determine if the student is an eligible student with a disability;
- The parent of the student has refused to provide consent for initial provision of special education and related service;
- The parent of the student revoked consent for the student to receive special education and related services; or
- The school district conducted an evaluation in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C., and determined that the student was not a student with a disability.

c. Conditions that apply if no basis of knowledge

- If the school district has no knowledge that the student is a student with a disability prior to disciplinary action, the student may be disciplined in the same manner as a nondisabled student who engages in comparable behaviors.
- If an evaluation request is made for the student during the time period of the disciplinary action, the evaluation will be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability, taking into consideration information from the

evaluation and information provided by the parents, the school district will provide special education and related services consistent with the requirements of Rule 6A-6.03312, F.A.C.

11. Nothing in Rule 6A-6.03312, F.A.C., prohibits a school district from reporting a crime committed by a student with a disability to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.
12. Student records in disciplinary procedures
Regarding the person making the final determination for the disciplinary action, school districts will ensure that the special education and disciplinary records of students with disabilities are transmitted, consistent with the provisions of 34 CFR §300.535(b), s. 1002.22, F.S., and Rule 6A-1.0955, F.A.C.:

Describe the district's procedures for ensuring that special education and disciplinary records of students with disabilities are transmitted to the person making the final determination regarding the disciplinary action.

The principal, in most cases, makes the recommendation regarding the disciplinary action and transmits copies of all records including disciplinary reports to the IEP team and when appropriate, the school board. These records are provided only to appropriate legal authorities.

13. Disciplinary records of students with disabilities

School districts will include in the records of students with disabilities a statement of any current or previous disciplinary action that has been taken against the student and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with, the student records of nondisabled students.

- a. The statement may be a description of any behavior engaged in by the student that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the student and other individuals involved with the student.
- b. If the student transfers from one school to another, the transmission of any of the student's records will include both the student's current IEP and any statement of current or previous disciplinary action that has been taken against the student.

Section E: Participation in State and District Assessments

Statutory and Regulatory Citations

34 CFR §§300.8

Chapters 458 and 459, F.S.

Sections 1003.01, 1003.428, 1003.4282, 1003.43, 1003.433, 1007.02, 1008.212, 1008.22, 1008.25 and 1011.62, F.S.

Rules 6A-1.09401, 6A-1.0943, 6A-1.09430, 6A-6.03011 through 6A-6.0361, 6A-6.03018, 6A-6.03020,

6A-6.03028, 6A-6.0331, 6A-6.03311 and 6A-6.03411, F.A.C.

Statewide, Standardized Assessment Program

1. Purpose

The student assessment program provides information about student mastery of grade-level state standards and informs parents of their child's educational progress.

2. Student participation

- a. Each student with a disability has the opportunity to participate in the statewide, standardized assessment program and any districtwide assessment of student achievement with allowable accommodations, if determined appropriate by the individual educational plan (IEP) team and recorded on the student's IEP.
- b. Accommodations identified for testing situations are those identified in the test administration manual and regularly used by the student in the classroom.
- c. A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide, standardized assessments and acknowledge, in writing, the implications of such accommodations.
- d. Students who are identified solely as gifted are not eligible for statewide, standardized assessment accommodations.

3. Allowable accommodations

Allowable and appropriate accommodations for statewide, standardized assessments are included in the test administration manual. Copies of current statewide, standardized assessment test administration manuals published by the FDOE's Bureau of Assessment and School Performance and Bureau of Exceptional Education and Student Services are available by contacting the FDOE at <http://www.fldoe.org/asp>.

4. Waiver of assessment requirements

A student with a disability, as defined in s. 1007.02, F.S., for whom the IEP team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such a waiver shall be designated on the student's transcript.

Extraordinary Exemption for Students with Disabilities

In accordance with s. 1008.212, F.S., a student with a disability may be eligible for an exemption from participation in the statewide assessment.

1. Definitions:

- a. "Statewide, standardized assessments" – Pursuant to s. 1008.22(3), F.S., the Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the Next Generation Sunshine State Standards. The Commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in the Next Generation Sunshine State Standards. Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under s. 1003.4282, F.S., and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school

district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation.

- b. "Circumstance" means a situation in which accommodations allowable for use on the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program, which lead to results that reflect the student's impaired sensory, manual, or speaking skills, rather than the student's achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.
- c. "Condition" means an impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment.
- d. "Medical complexity" – Pursuant to s. 1008.22(11), F.S., a child with a medical complexity means a child who, based upon medical documentation from a physician licensed under Chapter 458 or 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.
- e. "Parent" – Pursuant to Rule 6A-6.03411(1)(bb), F.A.C., parent means:
 - i. A biological or adoptive parent of a student;
 - ii. A foster parent;
 - iii. A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student (but not the state if the student is a ward of the State);
 - iv. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare; or
 - v. A surrogate parent who has been appointed in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C.

2. A student with a disability for whom the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide, standardized assessment, a statewide, standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S., shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, F.A.C., is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

3. The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made. A request must include all of the following:

- a. A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills.
- b. Written documentation of the most recent evaluation data.
- c. Written documentation, if available, of the most recent administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.
- d. A written description of the condition's effect on the student's participation in the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment.

- e. Written evidence that the student has had the opportunity to learn the skills being tested.
 - f. Written evidence that the student has been provided appropriate instructional accommodations.
 - g. Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP that are allowable in the administration of the statewide, standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments.
 - h. Written evidence of the circumstance or condition as defined in Rule 6A-1.0943(1), F.A.C.
 - i. The name, address, and phone number of the student's parent.
4. Based upon the documentation provided by the IEP team, the school district superintendent shall recommend to the commissioner whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the school district's procedural safeguards as required in Rule 6A-6.03311, F.A.C., shall be provided to the parent. If the parent disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's IEP. If the commissioner denies the exemption, the notification must state the reasons for the denial.
5. The parent of a student with a disability who disagrees with the commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the FDOE shall inform the parent of any no-cost or low-cost legal services and other relevant services available in the area. The FDOE shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within 20 school days after the parent's request for the expedited hearing. The administrative law judges at the division shall make a determination within 10 school days after the expedited hearing. The standard of review for the expedited hearing is de novo, and the Department has the burden of proof.

Exemption for a Child With Medical Complexity

In accordance with s. 1008.22, F.S., a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Standards Alternate Assessment (FSAA)—Performance Task and the FSAA—Datafolio, pursuant to the following provisions.

1. Child with a medical complexity

- a. *Definition of child with medical complexity.* A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under Chapter 458 or 459, F.S., is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.
- b. *Exemption options.* In accordance with Rule 6A-1.0943, F.A.C., if the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.
 - i. One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including those in the FSAA program. For all students approved by the district superintendent for a one-year exemption, the following information must be reported to the commissioner beginning June 1, 2015, and each June 1 thereafter:
 - a. The total number of students for whom a one-year exemption has been granted by the superintendent; and
 - b. For each student receiving an exemption, the student's name, grade level, and the specific statewide, standardized assessments from which the student was exempted.

- ii. One-, two-, or three-year or permanent exemption approved by the commissioner as described in s. 1008.22(11), F.S. In order for the commissioner to consider such an exemption, the following information must be submitted by the district superintendent to the commissioner no later than 30 calendar days before the first day of the administration window of the statewide, standardized assessment for which the request is made:
 - a. The student's name, grade level, and the statewide, standardized assessment for which the exemption request is made;
 - b. The name, address, and phone number of the student's parent;
 - c. Documentation of parental consent for the exemption;
 - d. Documentation of the superintendent's approval of the exemption;
 - e. Documentation that the IEP team considered and determined that the student meets the definition of a child with medical complexity as defined in s.1008.22(11), F.S.; and
 - f. Medical documentation of the student's condition as determined by a physician licensed in accordance with Chapter 458 or 459, F.S.
- iii. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 20 calendar days after the receipt of the request whether the exemption has been granted or denied.

Alternate Assessment Based on Alternate Academic Achievement Standards (AA-AAAS)

1. Students with the most significant cognitive disabilities, for whom the statewide, standardized assessment— even with allowable accommodations—is not appropriate, may be eligible to participate in the statewide assessment program through the AA-AAAS.

2. Eligibility requirements

The decision that a student with a most significant cognitive disability will participate in the statewide alternate assessment program as defined in s. 1008.22(3)(c), F.S., is made by the IEP team and recorded on the IEP. The provisions with regard to parental consent for participation in the FSAA program, in accordance with Rule 6A-6.0331(10), F.A.C., must be followed. The following criteria must be met:

- a. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, the student requires modifications as defined in Rule 6A-1.09401, F.A.C.; and
- b. The student requires direct instruction in academic areas of English language arts, math, social studies, and science based on access points pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.

3. Eligibility areas excluded

Per Rule 6A-6.03018, F.A.C., and 34 CFR §300.8(c)(10)(ii), students with a primary exceptionality of a specific learning disability (SLD) cannot include students with learning problems that are primarily the result of an intellectual disability. Per section 1008.22, Florida Statutes, and Rule 6A-1.0943 F.A.C., only students with significant cognitive impairment are eligible to participate in the FSAA program. Therefore, students with a primary disability category of SLD must not participate in the FSAA program and subsequently should not be enrolled in access courses that align to the FSAA program.

4. District and IEP team requirements

If it is determined by the IEP team using the "Checklist for Course and Assessment Participation" that the student will participate in the statewide assessment through the AA-AAAS, the IEP will contain a statement of why the general assessment is not appropriate and why the AA-AAAS is appropriate. It also will indicate that notification was made to the parent and that the implications of the student's nonparticipation in the statewide, standardized assessment program were provided. The "Checklist for Course and Assessment Participation" may be accessed at <https://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf>.

5. Administration of the AA-AAAS

The assessment will be administered individually by the student's exceptional student education teacher. If this is not possible, the test administrator will be a certified teacher or other licensed professional who has worked extensively with the student. All individuals who administer the AA-AAAS must be trained in administration procedures and receive annual update training.

Additional Information Required:

An alternate assessment is required for any districtwide assessment of student achievement that is not administered to students on alternate achievement standards.

The district administers district-wide assessment(s) of student achievement.

- ☒ Yes
☐ No

If yes, include the name of each districtwide assessment and whether the assessment is administered to students on alternate achievement standards. If the districtwide assessment is not administered to students on alternate achievement standards, identify the corresponding alternate assessment. (If your district uses a portfolio as a corresponding district alternate assessment, the data collected should be based on grade-level alternate achievement standards. For portfolios, indicate what information is being collected, how the information is being recorded, what type of scoring rubric is being used, and how the district ensures that all teachers are collecting the same information and scoring the data the same way.)

Districtwide Assessments: i-Ready Mathematics, grades K-8 i-Ready Reading, grades K-3 Achieve 3000 Reading, grades 4-12 Performance Matters Reading, grades 3-10 Performance Matters Science, grades K-8 plus Biology Performance Matters Math Assessment, grades K-8, Algebra I, Geometry Clay Writes, Grade 4-8 Corresponding Alternate Assessments* Brigance Inventory of Early Development III (Birth - 8) Brigance Inventory of Early Development III Standardized (Birth - 8) Brigance Comprehensive Inventory of Basic Skills II (PreK-9) Brigance Comprehensive Inventory of Basic Skills Standardized II (Pre-K – 9) Brigance Transition Skills Inventory (Middle & High School) Assessment of Basic Language and Learning Skills Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) *Corresponding alternative assessments are selected based on student achievement/functioning levels.

Parental Consent Documentation

In accordance with Rule 6A-6.0331(10), F.A.C., the district may not proceed with a student's instruction in access points and the administration of an alternate assessment without written and informed parental consent unless the district documents reasonable efforts to obtain parental consent and the student's parent has failed to respond or the district obtains approval through a due process hearing.

The district certifies that it either obtains prior parental consent or due process approval for every student participating in the FSAA program. If prior parental consent is not obtained, the district certifies that it has documentation of reasonable efforts to obtain that approval and consent, or a final order from the Division of Administrative Hearings.

- ☒ Yes
☐ No

Percentage of Students on Alternate Assessment

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (which can be found at <https://www.ed.gov/essa>), limits the percentage of students that a state may assess with an AA-AAAS to no more than 1 percent of all assessed students in the grades assessed in a state for each subject.

While there is a limit on the percentage of students statewide who may participate in the AA-AAAS, there is no such limit among school districts; however, 34 CFR §200.6(c)(3)(ii) and (iv) require that a school district submit information justifying the need to assess more than 1 percent of its students in any subject with an AA-AAAS. The State must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student.

It is understood that districts have unique circumstances that may contribute to a higher number of students who are in access courses and participating in the FSAA program. The purpose of this justification is to ensure that districts are cognizant of their current processes and procedures to ensure that an IEP team decision to place a student in access courses is in alignment with state requirements and is the most appropriate academic decision for the student.

What is your district's 2018–19 participation percentage in FSAA in the following areas?

Reading

1.7

Mathematics

1.8

Science

1.8

Is the district over 1% in any area?

- ☒ Yes
☐ No

The criteria for the following statement is outlined in s. 1008.22(3)(c), F.S., and the Assessment Planning Resource Guide for IEP Teams, which can be found at https://fsaa-training.onlinehelp.cognia.org/wp-content/uploads/sites/8/docs/FlaAlt_ResourceGuideIEP.pdf, for use in determining student eligibility for participation in the FSAA program.

If the district is over the 1% in any area, please provide a description of how the district is ensuring that IEP teams are adhering to the criteria (see above.)

The Clay County Exceptional Student Education (ESE) Department provides professional development and ongoing guidance to IEP teams outlining the specific procedures for determining the type of standards students with disabilities will receive instruction in and how they will participate in the statewide assessment system. First and foremost, the ESE department believes that all students should be academically challenged and taught to high standards, and the general education curriculum is to be the first consideration for providing educational services to a student with a disability. IEP teams are guided to carefully consider and remain cognizant that qualifying a student for standards based instruction via Florida Standards Access Points can significantly impact the extent of a student's access to postsecondary opportunities. Most importantly, all IEP team decisions regarding which standards and methods of assessment are most meaningful and appropriate for each individual student should be based on the holistic view of the student and not on any one factor (i.e. type of exceptionality or level of academic performance). To determine if a student will receive instruction in Access Points, teams review and discuss a variety of sources of information. A history of poor performance on state assessments or deficient reading scores in and of itself does not necessarily qualify a student as having a significant cognitive disability. Reliance on intelligence quotient (IQ) scores alone is not sufficient. Therefore, IEP teams review all available student information for evidence of a significant cognitive disability. Such information includes the following: • psychological assessments • achievement test data • previous statewide assessment and district-wide test scores • aptitude tests • observations • attendance records • medical records • mental health assessments • adaptive behavior assessments • language assessments • curricular content • school history • student response to instructional intervention IEP teams utilize an Access Point Course Decision Tree Flowchart to guide the decision making process. The flowchart is a visual outline of the process for determining instruction and assessment decisions for students with disabilities. IEP teams are encouraged to use this process in conjunction with their collaborative knowledge and established IEP practices to determine the most appropriate means of assessment. In addition to the flowchart, IEP teams work through a systematic process contained in all Clay County IEPs. The IEP team is charged with answering the following questions as a guide in the decision-making process to determine how a student with disabilities will be instructed and participate in the statewide, standardized assessment program. 1. Does the student have a significant cognitive disability? 2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.? 3. Does the student require direct instruction in academic areas of English language arts (ELA), mathematics, social studies, and science based on Access Points in order to acquire, generalize, and transfer skills across settings? If the IEP team determines that all three of the questions accurately characterize a student's current educational situation, then the team could decide to enroll the student in access courses and utilize the Florida Standards Alternate Assessment to provide meaningful evaluation of the student's current academic achievement. In addition, the IEP team will determine how the student participates in the FSAA (Performance Task or Datafolio Participation). During IEP team meetings when the FSAA is being considered, the parents are provided with information to help them understand the state's assessment options so they can meaningfully participate in the IEP decision-making process. In accordance with Rule 6A-6.0331(10)(b), F.A.C. If the decision of the IEP team is that the student will participate in access courses and be assessed through the FSAA, the parents and/or guardians of the student must give signed consent to have their child instructed in Access Points and their child's achievement measured based on alternate academic achievement standards. This decision is documented on the Parental Consent Form—Instruction in the State Standards Access Points Curriculum and Statewide, Standardized Alternate Assessment. In addition to the processes above, the ESE department developed and implemented an ongoing monitoring process to help ensure IEP teams are adhering to the criteria for participation in FSAA, and to help ensure the data related to FSAA is accurately reported in the district-wide student information system. Whenever an IEP team determines a student will participate in access courses and will be assessed through the FSAA, an ESE specialist assigned to the school adds the student's name to a monitoring spreadsheet and reviews the student's IEP for accuracy. The ESE specialist verifies the student's exceptionality ensuring that students with a single exceptionality of, or a combination of, SLD, E/BD, or Speech/Language Impairment are not determined eligible for instruction in Access Points and assessment via FSAA. Also, the ESE specialist reviews the IEP team's decision-making process to determine how a student will be instructed and participate in the statewide, standardized assessment program to ensure the student meets the specific criteria. The district crafted the spreadsheet to include the FSAA items monitored by the FLDOE. For example, the count of students taking the FSAA but not enrolled in access courses, the student's primary exceptionality, the count of students who have no ESE status, and the count of students with no reported indication the student has a cognitive disability. Furthermore, the ESE specialist ensures parent/guardian consent for instruction in the state standards access points curriculum and statewide, standardized alternate assessment is obtained. Once the data is confirmed, the ESE specialist ensures the student's ESE program data is entered correctly into the district's student information system. As errors are revealed (i.e., students don't meet the FSAA criteria or have student data entry errors), corrections occur immediately. IEP meetings are conducted as applicable.

Provide a justification, with supporting evidence, that identifies specific programs or circumstances within the district that may contribute to higher enrollment of students in access courses and an exceeding of the 1% (e.g., center schools serving surrounding districts).

The first step in identifying circumstances within the district that may contribute to a higher enrollment in FSAA was to ensure the district's data is correct. At the start of the 19-20 school year, the district placed a heightened emphasis on data monitoring and implementing best practices (described previously) for determining which students will be assessed using the FSAA. Due to the pandemic school closures and assessment waivers for the 19-20 school year, the effect of this process will not provide 19-20 comparison data for the previous year until after the FSAA 20-21 test administration. The school district identified specific programs that may contribute to a higher enrollment of SWDs assessed through the FSAA. The United States Navy has designated the Jacksonville Navy base as one of the homestead sites that provides unique assistance to families who have children with significant special needs. Active duty members can request to be assigned to the Jacksonville base in order to obtain special needs educational services for their children. Due to an excellent educational reputation, many of these families choose to reside in Clay County and enroll their children with significant special needs in Clay County District Schools. Another factor contributing to a higher number of students assessed through the FSAA is Clay County is the site for nine group home companies that provide residential care for students with significant cognitive disabilities and significant behavioral challenges. As the district engages in and strengthens the processes previously discussed, it's important to note that the greatest reduction of student participation in the FSAA can be realized through a collaborative, intentional, district wide effort to expand inclusion opportunities for students with significant cognitive disabilities. Beginning in the 18-19 school year the district began making a concerted effort to exercise and provide guidance to schools for best practices in inclusive education by increasing inclusion opportunities for students with significant cognitive disabilities. Schools are working to support these students in the general education setting with the goal of enabling the students to access and participate meaningfully in the general education curriculum and assessments to the greatest extent possible. ESE students receive a combination of differentiated instruction and curriculum/assessment accommodations from a general education teacher, in combination with ESE specially designed instruction and services delivered by an ESE teacher and related services personnel if applicable. As this district wide initiative expands and students grow and flourish over time, the district hopes to reduce the number of students participating in the access points curriculum and alternate assessment.

In the text box below, please provide a narrative response describing the district's self-assessment of disproportionality in each content area for each subgroup testing using the FSAA within the district. Please describe the method used to assess the district's proportionality for FSAA testing and the district's plan to address any area of identified disproportionality.

During the 18-19 school year Clay County school District's count of all students tested were as follows: 21,647 in mathematics, 23,241 in ELA, and 8,949 students in Science. Out of these total students tested, the count of students whose only subject was an FSAA was 390 in math, 395 in ELA, and 160 in Science. This resulted in the district's 2018-19 FSAA participation percentages in FSAA: Mathematics 1.8 Reading 1.7 Science 1.8 The review of the district's FSAA revealed a count of students whose only subject test was an FSAA but were not enrolled in an access course associated with the FSAA they took. In math, there were 10 students (2.6% of total 390 students), ELA 10 students (2.5% of total 395 students), and in science 4 students (2.5% of total 160 students). Once these students were identified, the school examined the student's schedule and found students were enrolled in general education classes while receiving instruction in access points. The schedules were corrected to reflect access courses in the inclusion setting. For select students the IEP team convened to change the student back to the general state assessment. When reviewing the subgroup data for primary exceptionalities, the majority of the students assessed by FSAA were students with the primary exceptionality of InD and ASD. The data shows 216 out of 390 students in math, 219 out of 395 in ELA, and 88 out of 160 all had the primary exceptionality of InD. 142 out of 390 students in math, 143 out of 395 students in ELA, and 55 out of 160 students all had the primary exceptionality of ASD. The combined totals for both InD and ASD are: Math - 358 out of 390 students ELA - 362 out of 395 students Science - 143 out of 160 students Other primary exceptionalities subgroups revealed one student with a traumatic brain injury, 1 student with a visual impairment, and one student who was deaf/hard of hearing. Upon review of IEPs, all of these students had secondary exceptionalities and were determined to have a significant cognitive disability. One student with the primary exceptionality of specific learning disability was assessed using the FSAA. The IEP team convened and changed the student's assessment method back to the general state assessment. One student was identified with a language impairment as the primary exceptionality. The student was also InD, but the primary exceptionality was incorrectly reported. There were 4 students with the primary exceptionality of emotional behavioral disabilities, 1 student who had no ESE status, and 8 students with no reported indication that the student has a cognitive disability. The school-based monitoring teams reviewed all of these IEPs verifying the accuracy of the decision-making progress as described in the previous section. IEP teams made changes as applicable. There were no students with the primary exceptionality of Speech Impaired or Gifted assessed using the FSAA. Of the 49 public and charter schools in Clay County, there were 23 schools where no students were assessed using the FSAA. ESE programs for students with significant cognitive disabilities are clustered at the other 26 schools, so this would account for the varied count of students tested. In summary, the district's plan to continue to address areas of identified disproportionality and reduce the district's FSAA participation percentage to less than 1% include several strategies: Guide IEP teams to engage in the decision making process for FSAA based on qualitative data following prescribed procedures. Educate parents to help them understand the state's assessment options so they can meaningfully participate in the IEP decision-making process Continue to implement district wide monitoring processes making improvements as needed based on data. Increase the number of students on access points/alternate assessment in the general education setting to the greatest extent possible. Support strategies that encourage or allow students to participate meaningfully in the general education curriculum and general assessment. Provide professional development to teachers with an emphasis on learning how to differentiate instruction, provide instructional or assessment accommodations or deliver specially designed instruction in the general education setting depending on the roles/needs of teachers.

Section F: Eligibility Criteria for Prekindergarten Children with Disabilities

Statutory and Regulatory Citations

34 CFR §§300.25 and 300.101

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rule 6A-6.03026, F.A.C.

Definition

A prekindergarten child with a disability is a child who meets the following criteria.

Eligibility Criteria

In accordance with s. 1003.21, F.S., a child is eligible for prekindergarten programs for children with disabilities based upon meeting the eligibility criteria for one or more specific exceptionalities listed below and upon meeting the age requirements shown.

1. The child is below three years of age and meets the criteria for eligibility for any of the following educational programs:
 - a. Deaf or hard of hearing
 - b. Visually impaired
 - c. Orthopedically impaired, other health impairment, or traumatic brain injury
 - d. Intellectual disabilities
 - e. Established conditions
 - f. Developmentally delayed
 - g. Dual-sensory impaired
 - h. Autism Spectrum Disorder
2. The child is age three through five years and meets the criteria for eligibility as a child with one or more of the following disabilities:
 - a. Intellectual disabilities
 - b. Speech and language impaired
 - c. Deaf or hard of hearing
 - d. Visually impaired
 - e. Orthopedically impaired, other health impairment, or traumatic brain injury
 - f. Emotional or behavioral disabilities
 - g. Specific learning disabilities
 - h. Homebound or hospitalized
 - i. Dual-sensory impaired
 - j. Autism Spectrum Disorder
 - k. Developmentally delayed

Child Evaluation

1. Evaluations are conducted in accordance with the requirements of rules for the eligibility areas listed in Sections 1. and 2. of the Eligibility Criteria.

2. Existing screening and evaluation information available from agencies that previously served the child and family shall be used, as appropriate, to meet evaluation criteria for the rules for the eligibility areas listed in Sections 1. and 2. of the Eligibility Criteria.

Instructional Program

In regards to a child who is eligible for admission to public kindergarten in accordance with Section 1003.21, F.S., an eligible prekindergarten child with a disability may receive instruction for one additional school year in a prekindergarten classroom in accordance with the child's Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP).

The parent or guardian must be informed in writing of the implications of an additional year in the prekindergarten classroom (i.e., the additional year is not considered a "retention," thus impacting the future consideration of a "good cause exemption"). If a parent disagrees with the IEP team recommendation for an additional year of instruction in a prekindergarten classroom, the team's recommendation may not be used to deny a child admission to kindergarten.

Transition from Early Steps Part C Services to Part B Services

The district's processes and procedures regarding the transition of eligible children from Early Steps to the Part B Program for Prekindergarten Children with Disabilities, including district procedures that ensure the district's participation in the transition conference and development of the IEP by the third birthday, are described in the text box below.

The district ESE Program Specialist for Prekindergarten Children with Disabilities attends all transition conferences scheduled monthly by the Service Coordinator for Early Steps. Children receiving services from Early Steps will be scheduled for a transition conference at least 90 days prior to his or her third birthday. The transition conference meeting includes Early Steps personnel, the district's ESE Prekindergarten program specialist, and the family. Early Steps will provide a referral packet the district ESE PreK specialist at least 10 days prior to the transition conference for that child. The district ESE PreK program specialist reviews the referral prior to the transition conference. At the transition conference, the family, the Early Steps Services Coordinator, the ESE PreK program specialist reviews the referral packet and provides the family with written information to assist them in understanding the transition process and services available in the district. If the family wishes to be referred to the school district, the family provides consent for Early Steps to share BDI evaluation results with the school district. Also, the family is given the school district's Social/Developmental History packet to complete and return. After the transition conference meeting, the school district will collect referral components and obtain consent for evaluation. The parents will receive a copy of the district's procedural safeguards at the time consent is provided. Once the referral is complete, an appointment is scheduled for the student to be evaluated by the district's PreK Assessment Team. A reminder is sent to the family prior to the PreK Assessment Team appointment. The PreK Assessment Team completes necessary evaluations and holds an eligibility determination meeting during the family's PreK Assessment Team appointment. If the child is determined eligible, an IEP is completed by the PreK Team on the day of evaluation. If the IEP cannot be completed, multiple attempts are made to reschedule the IEP team meeting to ensure the IEP is written before the child's third birthday. Transition conferences and PreK Assessment Team meetings are scheduled year-round to ensure that eligible children will have an IEP in place by their third birthday.

Unique Philosophical, Curricular, or Instructional Considerations

1. Philosophy

- a. The prekindergarten program for children with disabilities supports young children by recognizing and respecting their unique abilities, strengths, and needs.
- b. Services for young children with disabilities and their families include a range of educational, developmental, and therapeutic activities that are provided in least restrictive or natural learning environments where children experience learning opportunities that promote and enhance behavioral and developmental competencies.
- c. For a child with disabilities age three through five years, special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the child. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction.
- d. Programs and services for prekindergarten children with disabilities are based on practices that are developmentally appropriate for all young children. They acknowledge the importance of collaboration and partnerships with families and view the child in the context of the family and community. Understanding and knowledge of early childhood development serves as a foundation for these practices.

2. Curriculum

a. Curriculum content, materials, and activities are consistent with the district's program philosophy.

- For prekindergarten children with disabilities, during the year prior to kindergarten entry, the Florida Early Learning and Developmental Standards – 4 Years Old to Kindergarten are used to guide the selection of curriculum (curricula) in concert with a knowledge and understanding of the impact of the disability on the growth and development of the child.
- The Florida Early Learning and Developmental Standards: Birth to Kindergarten help to create a shared framework and common language between early childhood education and early childhood special education by emphasizing the sequence of development across multiple developmental domains and the importance of the classroom environment to include how curricula, materials, and equipment are selected.
- For children birth to the age of eligibility for the VPK program, Florida Early Learning and Developmental Standards: Birth to Kindergarten may be used to guide the selection of curriculum, materials, and equipment.

b. Modifications, adaptations, and accommodations of curricula, materials, and activities selected may be needed to meet the unique needs of the child. Ongoing progress monitoring is conducted to ensure that the instruction or interventions provided are effective in attaining the desired outcomes.

3. Instructional support

- a. Young children receive instructional support through specially designed instruction and related services as determined by the IEP process or early intervention services as determined through the IFSP process. These services are based on peer-reviewed, research-based practices to the extent practicable.
- b. Teachers and related services personnel are trained in how to design and implement individualized programs to address the learning needs of children with disabilities.
- c. Teachers and related services personnel are provided with administrative support to ensure reasonable class size and workload, adequate funds for materials, and professional development. Teachers provide instruction in the domains of development, including cognitive development, motor development, language and communication, social emotional development, and adaptive behavior. Instruction and related services may be offered in a continuum of placements and settings that may include regular, resource, or special class settings in public, community-based, or home-based settings.
- d. School districts may provide related services to children and professional development for teachers and related services personnel in coordination with community agencies, including other early childhood partners such as Early Learning Coalitions and Head Start. Additionally, support for professional development and related services may, as appropriate, be provided in collaboration with discretionary projects funded by the Bureau of Exceptional Education and Student Services, the Florida School for the Deaf and the Blind, and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Department of Children and Families, and the Department of Health, Children's Medical Services.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with disabilities.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section G: Individualized Family Support Plan for Students with Disabilities Ages Birth through Five Years

Students with Disabilities Ages Birth through Two Years

Statutory and Regulatory Citations

34 CFR §303.340

Sections 1003.03, 1003.21, and 1003.57, F.S.

Rules 6A-6.0331 and 6A-6.03029, F.A.C.

Definition

An IFSP is a written plan identifying the specific concerns and priorities of families who have children with disabilities, ages birth through two years, related to enhancing a child's development and the resources to provide early intervention services. To meet the identified outcomes for an individual child and family, a planning process involving the family, professionals, and others is used to prepare the document. An IFSP must be used for children ages birth through two years.

Procedures

1. Content of an IFSP

The IFSP is in writing and includes:

- a. A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive skills development based on the information from the child's evaluation and assessment.
- b. With concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the family's child as identified through the assessment of the family.
- c. A statement of the measurable results or measurable outcomes expected to be achieved by the child and the family, including pre-literacy and language skills, as developmentally appropriate for the child, and the goals, criteria, procedures, and timelines used to determine the degree to which progress toward achieving the measurable results or outcomes is being made and whether modifications or revisions of the expected results or outcomes or services are necessary;
- d. A statement of the specific early intervention services based on peer-reviewed research, to the extent practicable, or, necessary to meet the unique needs of the child and the family, to achieve the results or outcomes identified on the IFSP;
- e. A statement of the natural environments in which early intervention services, and a justification of the extent, if any, to which the services will not be provided in a natural environment;
- f. A statement of the strategies needed in order to meet the child's and family's outcomes
- g. The projected dates for initiation of services.
- h. The IFSP must:
 - Identify any medical and additional supports that the child or family needs or is receiving through other sources but that are neither required nor funded under IDEA, Part C and
 - Include a description of the steps the service coordinator or family may take to assist the child and family in securing additional supports not currently being provided
- i. The name of the service coordinator from the profession most immediately relevant to the child's or family's needs or the individual who is otherwise qualified to be responsible for the implementation of the services identified on the plan including transition services and coordination with other agencies and persons;
- j. Family demographic and contact information;

k. A statement of eligibility, including recommendations for children not found eligible;

l. A description of everyday routines, activities, and places in which the child lives, learns, and plays and individuals with whom the child interacts

m. Identification of the most appropriate IFSP team member to serve as the primary service provider; and

n. Documentation of the names of the individuals who participated in the development of the IFSP, the method of participation, and the individual responsible for implementing the IFSP.

2. Content of IFSPs for children ages birth through two years

IFSPs developed for children with disabilities ages birth through two years must also include:

a. The frequency, intensity, and method of delivery of the early intervention services;

b. The location and length of the early intervention services;

c. Funding source or payment arrangements, if any;

d. Anticipated duration of the services;

e. Other services to the extent appropriate; and

f. The steps to be taken to support the transition of the child, upon reaching age three, to preschool services for children with disabilities ages three through five years, to the extent that those services are considered appropriate or other services that may be available, if appropriate; the steps required for transition include:

- Discussions with and training of, parent(s) regarding future placements and other matters related to the child's transition;
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting; and
- Notification information to the school district for the purpose of child find;
- With parental consent, the transmission of information about the child to the school district to ensure continuity of services, including a copy of the most recent evaluation and assessments of the child and family and a copy of the most recent IFSP that has been developed and implemented; and
- Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child.

3. Timelines and requirements for IFSPs

a. Timelines for IFSPs developed for children ages birth through two years include:

- A meeting to develop the initial IFSP for a child who has been evaluated for the first time and determined eligible must be conducted within 45 days from referral;
- A review of the IFSP for a child and the child's family must be conducted every six months from the date of the initial or annual evaluation of the IFSP or more frequently if conditions warrant, or if the family requests such a review; the review may be carried out at a meeting or by another means that is acceptable to the parent(s) and other participants.

b. The purpose of the periodic review is to determine:

- The degree to which progress toward achieving the results or the outcomes identified on the IFSP is being made; and
- Whether modifications or revision of the results or outcomes or services are necessary; and
- Whether additional needs have been identified based on ongoing assessment or observation.

c. A face-to-face meeting is conducted on at least an annual basis re-determine eligibility and review the IFSP and, to revise, change, or modify its provisions. The results of any current evaluations, and other information available from the ongoing assessments of the child and family, are used to determine continuing eligibility and what early intervention services are needed and will be provided.

d. IFSP meetings are held in accordance with the following:

- Conducted in settings and at times that are convenient to families; and
- Conducted in the native language of the family or other mode of communication used by the family, unless it is clearly not feasible to do so.

e. Meeting arrangements are made with and written notice provided to the family and other participants early enough before the meeting date to ensure that they will be able to attend.

f. The contents of the IFSP are fully explained to the parent(s) and informed written consent from the parent(s) is obtained prior to the provisions of early intervention services described in the plan. If the parent(s) do not provide consent with respect to a particular early intervention service, that service may not be provided. Each early intervention service must be provided as soon as possible after the parent provides consent for that service.

4. Participants in IFSP meetings (ages birth through two years)

Participants in the development of IFSPs (both initial and annual) for children with disabilities ages birth through two years must include:

- a. The parent or parent(s) of the child;
- b. Other family members as requested by the parent(s), if feasible to do so;
- c. An advocate or person outside of the family, if the parent(s) request that the person participate;
- d. The service coordinator who has been working with the family since the initial referral of the child for evaluation, or the person designated responsible for implementation of the IFSP;
- e. For initial IFSP meetings, individuals who are directly involved in conducting the evaluation and assessment;
- f. The individual who will be providing early intervention services to the child or family, as appropriate.

5. If any of these participants is unable to attend a meeting, arrangements must be made for the individual's involvement through other means, including:

- a. Participating in a telephone or video conference call;
- b. Having a knowledgeable authorized representative attend the meeting; or
- c. Making pertinent records available at the meeting.

6. Each periodic review provides for the participation of the individuals listed above. If conditions warrant, provisions must be made for the participation of other representatives.

7. Provision of services before evaluation and assessments are completed

Early intervention services for a child with disabilities ages birth through two years and the child's family may commence before the completion of the evaluation and assessments if the following conditions are met:

- a. Parental consent is obtained;
- b. An interim IFSP is developed that includes the name of the service coordinator who will be responsible for the implementation of the interim IFSP and coordination with other agencies and individuals and the services that have been determined to be needed immediately by the child and the family; and
- c. Signatures of those who developed the IFSP; and

d. The evaluation and assessments are completed and an initial IFSP developed within 45 days from the referral date.

8. For children ages birth through two years, the school district is only financially responsible for the early intervention services specified and agreed to through the IFSP process.

Students with Disabilities Ages Three through Five

Statutory and Regulatory Citations

34 CFR §§303.323 and 300.340

Sections 1003.21, 1003.03, and 1003.57, F.S.

Rules 6A-6.03028, 6A-6.03029 and 6A-6.0331, F.A.C.

Definition

An IFSP is a written plan identifying the specific concerns and priorities of a family related to enhancing their child's development and the resources to provide early intervention services to children with disabilities ages birth through two years or special education and related services to children with disabilities ages three through five years. School districts may utilize, at the option of the school district and with written parental consent, an IFSP, consistent with Rule 6A-6.03029, F.A.C., in lieu of an individual educational plan (IEP). Parents must be provided with a detailed explanation of the difference between an IFSP and an IEP. To meet the identified outcomes for an individual child and family, a planning process involving the family, professionals, and others shall be used to prepare the document.

Procedures

1. Content of an IFSP

The IFSP is in writing and includes:

- a. A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive skills development based on the information from the child's evaluation and assessment.
- b. With concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the child as identified through the assessment of the family;
- c. A statement of the measurable results or measurable outcomes expected to be achieved by the child and the family, including an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills, as developmentally appropriate for the child, and the goals, criteria, procedures, and timelines used to determine the degree to which progress toward achieving the measurable results or outcomes is being made and whether modifications or revisions of the expected results or outcomes or services are necessary;
- d. A statement of the specific early intervention services based on peer-reviewed research, to the extent practicable, or, necessary to meet the unique needs of the child and the family, to achieve the results or outcomes identified on the IFSP;
- e. The projected dates for initiation of services;
- f. The name of the service coordinator from the profession most immediately relevant to the child's or family's needs or the individual who is otherwise qualified to be responsible for the implementation of the plan and coordination with other agencies and persons. In meeting this requirement, the school district may assign the same service coordinator who was appointed at the time that the child was initially referred for evaluation to be responsible for implementing a child's and family's IFSP or may appoint a new service coordinator;
- g. Family demographic and contact information;
- h. A statement of eligibility, including recommendations for children not found eligible;
- i. A description of everyday routines, activities, and places in which the child lives, learns, and plays and individuals with whom the child interacts;
- j. Identification of the most appropriate IFSP team member to serve as the primary service provider; and

k. Documentation of the names of the individuals who participated in the development of the IFSP, the method of participation and the individual responsible for implementing the IFSP.

l. The frequency, intensity, and method of delivery of the early intervention services;

m. The location and length of the services;

n. The payment arrangements, if any;

o. Anticipated duration of the services;

p. Other services to the extent appropriate; and

- The steps to be taken to support the transition of the child when exiting the Early Steps program to preschool services for children with disabilities ages three through five years, or other services that may be available. The steps required for transition shall include:
- Discussions with, and training of, parent(s) regarding future placements and other matters related to the child's transition;
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting;
- With parental consent, the sharing of information about the child to the school district to ensure continuity of services, including evaluation and assessment information and copies of IFSPs that have been developed and implemented; and
- Identification of transition services and other activities that the IFSP team determines are necessary to support the child.

2. Requirements for IFSPs for children ages three through five are in accordance with the requirements in 6A-6.03028, F.A.C.

- o By the third birthday of a child who has been participating in the early intervention program for infants and toddlers with disabilities, an IEP consistent with Rule 6A-6.03028(3)(e), F.A.C., or an IFSP consistent with Rule 6A-6.03029, F.A.C., must be developed and implemented.
- o For the purpose of implementing the requirements of Rule 6A-6.03029, F.A.C., each school district will participate in transition planning conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.
- o If the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

3. Participants in IFSP meetings for children with disabilities (ages three through five years) include:

- a. The parent(s);
- b. Not less than one regular education teacher,
- c. Not less than one special education teacher or, where appropriate, not less than one special education provider of the student.
- d. A representative of the local district who is qualified to provide or supervise the provision of specially designed instruction for children with disabilities and is knowledgeable about the general curriculum and the availability of resources of the local district;
- e. An individual who can interpret the instructional implications of the evaluation results. This individual may be a member of the committee as described in b) through d) above;
- f. At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by

the party who invited the individual to participate in the IFSP meeting); and

g. Whenever appropriate, the child.

4. IEPs and meetings for students with disabilities placed in private schools or community facilities by the school district.

a. If a student with a disability is placed in a private school by the school district, in consultation with the student's parents, the school district shall:

- Ensure that the student has all of the rights of a student with a disability who is served by a school district.
- Initiate and conduct a meeting to develop an IEP or an IFSP in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C., before the school district places the student; and,
- Ensure the attendance of a representative of the private school at the meeting. If the representative cannot attend, the school district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.

b. After a student with a disability enters a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the school district, but the school district must ensure that the parents and a school district representative are involved in decisions about the IEP and agree to proposed changes in the IEP before those changes are implemented by the private school.

c. Even if a private school or facility implements a student's IEP, responsibility for compliance with these rules remains with the school district.

d. Subparagraphs 4.a. – c. of this section apply only to students who are or have been placed in or referred to a private school or facility by a school district as a means of providing FAPE.

5. If placement in a public or private residential program is necessary to provide special education to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.

6. For children ages three through five years, the school district is only financially responsible for the provision of special education and related services necessary for the child to benefit from special education.

Part III. Policies and Procedures for Students Who are Gifted

Section A: Exceptional Student Education Eligibility for Students who are Gifted

☐ This section is not applicable for the Department of Corrections.

Statutory and Regulatory Citations

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03019 and 6A-6.030191, F.A.C.

Definition

A student who is gifted is one who has superior intellectual development and is capable of high performance.

Eligibility Criteria

A student is eligible for special instructional programs for the gifted from kindergarten through Grade 12 if the student meets the criteria under 1. or 2. below:

1. The student demonstrates:
 - a. The need for a special program
 - b. A majority of characteristics of gifted students according to a standard scale or checklist
 - c. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence
2. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C. as students with limited English proficiency or students from low socio-economic status families.

Additional Information:

- ☒ The school district has a plan for increasing the participation of underrepresented groups in programs for gifted students. The plan is provided in Appendix C of this document.
- ☐ The school district does not have a plan for increasing the participation of underrepresented groups in programs for gifted students.

Student Evaluation

1. The minimum evaluations for determining eligibility address the following:
 - a. Need for a special instructional program
 - b. Characteristics of the gifted
 - c. Intellectual development
 - d. May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted
2. Evaluations and qualified evaluators for students who are gifted are listed in Part I of this document.

Temporary Break in Service

The team developing the Educational Plan (EP) may determine that a student's needs may currently be appropriately met through other academic options. The parent or student may indicate that they do not desire service for a period of time. Should the decision be made to waive the services offered on the current educational plan, the student may resume service at any time.

Unique Philosophical, Curricular, or Instructional Considerations

1. Philosophy

- a. Each student identified as being eligible for gifted services is entitled to receive a free appropriate public education which will enable the student to progress in the general curriculum to the maximum extent appropriate.
- b. Specially designed instruction, appropriate related services, and programs for students who are gifted shall provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual and unique needs and goals of each student who is gifted.
- c. A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to ensure reasonable class size, adequate funds for materials and inservice training.

2. Curriculum

- a. Curriculum options include an effective and differentiated curriculum designed for the abilities of the student who is gifted to ensure that each individual student progresses in the curriculum.
- b. The curriculum may include, but is not limited to, opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies.
- c. The teachers of the students who are gifted are trained to provide a curriculum based on the educational characteristics and needs of the learner who is gifted.
- d. Curriculum for each student will be determined by the EP and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for students who are gifted.
- e. The curriculum for the student who is gifted will assume access to the general curriculum (State standards) with emphasis on what the EP team determines will offer opportunities for growth for the learner who is gifted based on the student's strengths and present level of performance.

3. Instructional support

- a. Students identified as eligible for gifted services receive instructional support through the specially designed instruction and related services as determined through the development of the EP.
- b. Teachers of the students who are gifted provide instruction and support to further develop the student's demonstrated ability.
- c. Teachers are provided with administrative support to develop an individualized program to meet the goals for each student as determined by the EP.
- d. Students who are gifted may indicate a need for special counseling and guidance in understanding their special characteristics.
- e. Support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic and Learning Resources System associate centers, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government.
- f. No student may be given special instruction for students who are gifted until after he or she has been properly evaluated and found eligible for gifted services.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are gifted.

- ☐ The school district has provided additional information for this section in Appendix B of this document.
- ☒ There is no additional information for this section.

Section B: Educational Plans for Students who are Gifted

Statutory and Regulatory Citation

Sections 1001.02, 1003.01, and 1003.57, F.S.
Rule 6A-6.030191, F.A.C.

Procedures

1. The district is responsible for developing Educational Plans (EPs) for students who are identified solely as gifted.

Note: Individual Educational Plans (IEPs) rather than EPs are developed for those students who are gifted and are also identified as having a disability.

- a. The EP includes:

- A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results
- A statement of goals, including benchmarks or short-term objectives
- A statement of the specially designed instruction to be provided to the student
- A statement of how the student's progress toward the goals will be measured and reported to the parents
- The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services

- b. The EP team considers the following during development, review, and revision of the EP:

- The strengths of the student and the needs resulting from the student's giftedness
- The results of recent evaluations, including class work and state or district assessments
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP

- c. Timelines for development of the EP include the following:

- An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program.
- An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services.
- Meetings are held to develop and revise the EP at least once every three years for students in Grades K–8 and at least every four years for students in Grades 9–12.
- EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

- d. EP participants include:

- The parents, whose role includes providing information on the student's strengths, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting
- At least one teacher of the gifted program
- One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP; involvement may include the provision of written documentation of a student's strengths and needs for

review and revision of the subsequent EPs

- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district; at the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district
- An individual who can interpret the instructional implications of the evaluation results; this individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting)
- Whenever appropriate, the student

2. Parent participation in EP meetings

The district takes the following steps to ensure that one or both of the parents of a student identified as gifted is present or provided the opportunity to participate at EP meetings:

- a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend
- b. Scheduling the meeting at a mutually agreed on time and place
 - i. A written notice to the parent indicates the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It also includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.
 - ii. A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:
 - Detailed records of telephone calls made or attempted and the results of those calls
 - Copies of correspondence sent to the parents and any responses received
 - Detailed records of visits made to the parent's home or place of employment and the results of those visits
 - iii. The district takes whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

3. Implementation of the EP

- a. An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.
- b. The EP is accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student is informed of specific responsibilities related to the implementation of the EP.

One of the following must be selected:

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

Part IV. Policies and Procedures for Parentally-Placed Private School Students with Disabilities

Section A: Provision of Equitable Services to Parentally-Placed Private School Students with Disabilities

Statutory and Regulatory Citations

34 CFR §§300.130–300.144

Rule 6A-6.030281, F.A.C.

Definition

Parentally-placed private school students with disabilities means students with disabilities enrolled by their parents in private, including religious, **non-profit** schools or facilities that meet the definition of elementary school or secondary school under rules 6A-6.03011 through 6A-6.0361, F.A.C., and does not include students with disabilities who are or have been placed in or referred to a private school or facility by the school district as a means of providing special education and related services. This definition does not include students with disabilities enrolled by their parents in **for-profit** private schools.

Procedures

1. Policies and procedures for parentally-placed private school students with disabilities

The school district will maintain policies and procedures to ensure the provision of equitable services to students with disabilities who have been placed in private schools by their parents.

2. Child find for parentally-placed private school students with disabilities

The school district will locate, identify, and evaluate all students with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction. The child find process will be designed to ensure the equitable participation of parentally-placed private school students and an accurate count of those students.

a. Activities

In carrying out the requirements of this section, the school district will undertake activities similar to the activities undertaken for the school district's public school students.

b. Cost

The cost of carrying out the child find requirements, including individual evaluations, may not be considered in determining if the school district has met its obligation.

c. Completion period

The child find process will be completed in a time period comparable to that for other students attending public schools in the school district.

d. Out-of-state students

The school district in which private, including religious, elementary and secondary schools are located will, in carrying out the child find requirements, include parentally-placed private school students who reside in a state other than Florida.

3. Confidentiality of personally identifiable information

If a student is enrolled, or is going to enroll, in a private school that is not located in the school district of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

4. Provision of services for parentally-placed private school students with disabilities – basic requirement

To the extent consistent with the number and location of students with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction, provision is made for the participation of those students in the program assisted or carried out under Part B of IDEA by providing them with special education and related services, including direct services determined in accordance with 12. and 13. below, unless the U.S. Secretary of Education has arranged for services to those students under the by-pass provisions in 34 CFR §§300.190 through 300.198.

a. Services plan for parentally-placed private school students with disabilities

A services plan will be developed and implemented for each private school student with a disability who has been designated by the school district in which the private school is located to receive special education and related services.

b. Record keeping

The school district will maintain in its records, and provide to the Florida Department of Education (FDOE), the following information related to parentally-placed private school students covered:

- The number of students evaluated
- The number of students determined to be students with disabilities
- The number of students served

5. Expenditures

To meet the requirements, the school district will spend the following on providing special education and related services (including direct services) to parentally-placed private school students with disabilities:

- a. For children and students aged three through 21, an amount that is the same proportion of the school district's total subgrant under Section 611(f) of IDEA as the number of private school students with disabilities aged three through 21 who are enrolled by their parents in private, including religious, elementary, and secondary schools located in the school district's jurisdiction, is to the total number of students with disabilities in its jurisdiction aged three through twenty-one (21).
- b. For children aged three through five years, an amount that is the same proportion of the school district's total subgrant under Section 619(a) of IDEA as the number of parentally-placed private school students with disabilities aged three through five who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district's jurisdiction, is to the total number of students with disabilities in its jurisdiction aged three through five.
- c. Children aged three through five years are considered to be parentally-placed private school students with disabilities enrolled by their parents in private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school under Florida law.
- d. If the school district has not expended for equitable services all of the funds described in paragraphs a) and b) above by the end of the fiscal year for which Congress appropriated the funds, the school district will obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school students with disabilities during a carry-over period of one additional year.

6. Calculating proportionate amount

In calculating the proportionate amount of federal funds to be provided for parentally-placed private school students with disabilities, the school district, after timely and meaningful consultation with representatives of private schools, will conduct a thorough and complete child find process to determine the number of parentally-placed students with disabilities attending private schools located in the school district. (See Appendix B to IDEA regulations for an example of how proportionate share is calculated)

7. Annual count of the number of parentally-placed private school students with disabilities

The school district will, after timely and meaningful consultation with representatives of parentally-placed private school students with disabilities, determine the number of parentally-placed private school students with disabilities attending private schools located in the school district and ensure that the count is conducted on any date between October 1 and December 1, inclusive, of each year. The count will be used to determine the amount that the school district will spend on providing special education and related services to parentally-placed private school students with disabilities in the next fiscal year.

8. Supplement, not supplant

State and local funds may supplement and in no case supplant the proportionate amount of federal funds required to be expended for parentally-placed private school students with disabilities.

9. Consultation with private school representatives

To ensure timely and meaningful consultation, the school district will consult with private school representatives and representatives of parents of parentally-placed private school students with disabilities during the design and development of special education and related services for the students regarding the following:

- a. The child find process, including how parentally-placed private school students suspected of having a disability can participate equitably and how parents, teachers, and private school officials will be informed of the process

- b. The determination of the proportionate share of federal funds available to serve parentally-placed private school students with disabilities, including the determination of how the proportionate share of those funds was calculated
- c. The consultation process among the school district, private school officials, and representatives of parents of parentally-placed private school students with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed students with disabilities identified through the child find process can meaningfully participate in special education and related services
- d. Provision of special education and related services; how, where, and by whom special education and related services will be provided for parentally-placed private school students with disabilities, including a discussion of:
 - The types of services, including direct services and alternate service delivery mechanisms
 - How special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school students
 - How and when those decisions will be made
- e. How, if the school district disagrees with the views of private school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district will provide to such private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract

10. Written affirmation

When timely and meaningful consultation has occurred, the school district will obtain a written affirmation signed by the representatives of participating private schools. If the representatives do not provide the affirmation within a reasonable period of time, the school district will forward the documentation of the consultation process to FDOE.

11. Compliance

A private school official has the right to submit a complaint to the FDOE that the school district did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official. If the private school official wishes to submit a complaint, the official will provide to FDOE the basis of the noncompliance by the school district with the applicable private school provisions, and the school district will forward the appropriate documentation to FDOE. If the private school official is dissatisfied with the decision of FDOE, the official may submit a complaint to the U.S. Secretary of Education by providing the information on noncompliance, and FDOE will forward the appropriate documentation to the U.S. Secretary of Education.

12. Equitable services determined

- a. No parentally-placed private school student with a disability has an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school.
- b. Decisions about the services that will be provided to parentally-placed private school students with disabilities will be made in accordance with the information in this section.
- c. The school district will make the final decisions with respect to the services to be provided to eligible parentally-placed private school students with disabilities.

13. Services plan for each student served

- a. If a student with a disability is enrolled in a religious or other private school by the student's parents and will receive special education or related services from the school district, the school district will initiate and conduct meetings to develop, review, and revise a services plan for the student and ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the school district will use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.
- b. Each parentally-placed private school student with a disability who has been designated by the school district to receive services will have a services plan that describes the specific direct special education services that the school district will provide to the student in light of the services that the school district has determined it will make available to parentally-placed private school students with disabilities.

- c. The services plan will be developed, reviewed, and revised consistent with the requirements for IEP development, review, and revision.

14. Equitable services provided

- a. The provision of equitable services will be by employees of the school district or through contract by the school district with an individual, association, agency, organization, or other entity.
- b. The services provided to parentally-placed private school students with disabilities will be provided by personnel meeting the same standards as personnel providing services in the public schools, except that private elementary and secondary school teachers who are providing equitable services to parentally-placed private school students with disabilities do not have to meet the highly qualified special education teacher requirements under Florida law.
- c. Parentally-placed private school students with disabilities may receive a different amount of services than students with disabilities in public schools.
- d. Special education and related services provided to parentally-placed private school students with disabilities, including materials and equipment, will be secular, neutral, and non-ideological.

15. Location of services and transportation

- a. Equitable services to parentally-placed private school students with disabilities may be, but are not required to be, provided on the premises of private, including religious, schools.
- b. If necessary for the student to benefit from or participate in the services, a parentally-placed private school student with a disability will be provided transportation from the student's school or the student's home to a site other than the private school and from the service site to the private school, or to the student's home, depending on the timing of the services.
- c. The school district is not required to provide transportation from the student's home to the private school.
- d. The cost of any transportation provided under this section may be included in calculating whether the school district has expended its proportionate share.

16. Due process hearings and procedural safeguards

- a. Except as provided herein, the procedures related to procedural safeguards, mediation, and due process hearings do not apply to complaints that the school district has failed to meet the requirements in this section, including the provision of services indicated on the student's services plan. However, such procedures do apply to complaints that the school district has failed to meet the requirements related to child find, including the requirements related to conducting appropriate evaluations of students with disabilities.
- b. Any request for a due process hearing regarding the child find requirements will be filed with the school district in which the private school is located and a copy will be forwarded to FDOE.

17. State complaints

- a. Any complaint that the school district has failed to meet the requirements related to the provision of equitable services, services plans, expenditures, consultation with private school representatives, personnel, or equipment and supplies will be filed in accordance with the state complaint procedures described in rules 6A-6.03011 through 6A-6.0361, F.A.C.
- b. A complaint filed by a private school official under this section will be filed with FDOE in accordance with its state complaint procedures as prescribed in Rule 6A-6.03311, F.A.C.

18. Requirement that funds not benefit a private school

- a. The school district will not use funds provided under IDEA to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- b. The school district will use funds provided under Part B of IDEA to meet the special education and related services needs of parentally-placed private school students with disabilities, but not for the needs of a private school or the general needs of

the students enrolled in the private school.

19. Use of personnel

- a. The school district may use funds available under IDEA to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school students with disabilities if those services are not normally provided by the private school.
- b. The school district may use funds available under IDEA to pay for the services of an employee of a private school to provide equitable services if the employee performs the services outside of his or her regular hours of duty and the employee performs the services under public supervision and control.

20. Separate classes prohibited

The school district will not use funds available under IDEA for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and the classes include students enrolled in public schools and students enrolled in private schools.

21. Property, equipment, and supplies

- a. The school district will control and administer the funds used to provide special education and related services and hold title to and administer materials, equipment, and property purchased with those funds for the uses and purposes provided in this section.
- b. The school district may place equipment and supplies in a private school for the period of time needed for the provision of equitable services.
- c. The school district will ensure that the equipment and supplies placed in a private school are used only for IDEA purposes and can be removed from the private school without remodeling the private school facility.
- d. The school district will remove equipment and supplies from a private school if the equipment and supplies are no longer needed for IDEA purposes or removal is necessary to avoid unauthorized use of the equipment and supplies for other than IDEA purposes.
- e. No funds under IDEA will be used for repairs, minor remodeling, or construction of private school facilities.

Section B: John M. McKay Scholarships for Students with Disabilities Program

Statutory and Regulatory Citations

Sections 1002.01, 1002.39, 1002.43 1002.66 and 1003.21, F.S.

Definition

The John M. McKay Scholarships for Students with Disabilities Program provides the option for students with an IEP or an accommodation plan issued under Section 504 of the Rehabilitation Act (excluding a temporary accommodation plan which is valid six months or less) to attend a public school other than the one to which the student is assigned or to receive a scholarship to a participating private school of choice.

Eligibility Criteria

1. The parent of a student with a disability may request and receive from the state a McKay Scholarship for the student to enroll in and attend a private school if:

- a. The student has received specialized instructional services under the Voluntary Prekindergarten Education Program during the previous school year and the student has a current IEP developed by the local school board in accordance with rules of the State Board of Education for the John M. McKay Scholarships for Students with Disabilities Program or a 504 accommodation plan has been issued
- b. The student has spent the prior school year in attendance at a Florida public school or the Florida School for the Deaf and the Blind (FSDB). Prior school year in attendance means that the student was enrolled and reported by one of the following:
 - A school district for funding during the preceding October and February Florida Education Finance Program (FEFP) surveys in kindergarten through Grade 12, which shall include time spent in a Department of Juvenile Justice (DJJ) commitment program if funded under the FEFP
 - The FSDB during the preceding October and February student membership surveys in kindergarten through Grade 12
 - A school district for funding during the preceding October and February FEFP surveys, was at least four years old when so enrolled and reported, and was eligible for services under s. 1003.21, F.S.

Note: A dependent child of a member of the United States Armed Forces who transfers to a school in this state from out of state or from a foreign country pursuant to a parent's permanent change of station orders is exempt from the previous requirements but must meet all other eligibility requirements to participate in the program.

Additionally a foster child is exempt from the previous requirements but must meet all other eligibility requirements to participate in the program.

- c. The parent has obtained acceptance for admission of the student to a private school that is eligible for the program and has requested a scholarship from the department at least 60 days prior to the date of the first scholarship payment. The request must be through a communication directly to the FDOE in a manner that creates a written or electronic record of the request and the date of receipt of the request. FDOE must notify the district of the parent's intent upon receipt of the parent's request.

2. A student is not eligible for a John M. McKay Scholarship while:

- a. Enrolled in a school operating for the purpose of providing educational services to youth in DJJ commitment programs;
- b. Receiving an educational scholarship in accordance with Chapter 1002, F.S.;
- c. Participating in a home education program as defined in s. 1002.01, F.S.;
- d. Participating in a virtual school, correspondence school, or distance learning program that receives state funding pursuant to the student's participation, unless the participation is limited to no more than two courses per school year;

- e. Participating in a private tutoring program in accordance with s. 1002.43, F.S.;
- f. Enrolled in the FSDB; or
- g. Not having regular and direct contact with his or her private school teachers at the school's physical location, unless that student is participating under the Transition to Work Program within the private school.

Procedures

1. The amount of the scholarship is calculated based on the student's matrix of services document or the amount of the private school's tuition and fees, whichever is less.
2. For purposes of continuity of educational choice, a John M. McKay Scholarship shall remain in force until the student returns to a public school, graduates from high school, or reaches the age of 22, whichever occurs first.
3. A scholarship student who enrolls in a public school or public school program is considered to have returned to a public school for the purpose of determining the end of the scholarship's term. However, if a student enters a DJJ detention center for a period of no more than 21 days, the student is not considered to have returned to a public school for that purpose.
4. Upon reasonable notice to the FDOE and the school district, the student's parent may remove the student from the private school and place the student in a public school.
5. Upon reasonable notice to the FDOE, the student's parent may move the student from one participating private school to another participating private school.

School District Obligations

1. Notifying parents of students with disabilities about the scholarship program by April 1 of each year and within 10 days after an IEP team meeting or a 504 accommodation plan is issued.
2. Informing parents of the availability of the Information Hotline and School Choice website.
3. Offering parents an opportunity to enroll their student in another public school within their district.
4. Keeping all district contact information up-to-date with the FDOE, which can be done through the <http://www.floridaschoolchoice.org> website when logged in as a district administrator.
5. Submitting an annual Parental Notification Verification Form to the FDOE in the spring of each school year.
6. Notifying parents, within 10 days of filing intent, if a matrix has not been completed, and informing parents that the required matrix completion date is 30 days after a filed intent.
7. For a student with a disability who does not have a matrix of services, completing a matrix of services within 30 days of the parent's filed intent date that assigns the student to one of the three levels of service.
Note: Changes in a matrix of services document may be made only for a technical, typographical, or calculation error.
8. Providing locations and times, if requested, for any McKay Scholarship student attending a private school within the district to take statewide assessment exams.
9. Providing reevaluation notifications to parents of scholarship students at least once every three years.
10. Confirming that scholarship students have not enrolled in public school by completing the District Enrollment Verification files quarterly prior to scholarship.
11. Reporting students who receive McKay Scholarship funding as **3518**, which designates them as McKay private school students on the full-time equivalent (FTE) survey.
12. Notifying the FDOE if a student enrolls in public school, is registered as a home education student, or is committed to a DJJ commitment program for more than 21 days.
13. Providing transportation to the public school if the parent's choice is consistent with the district's school choice plan.

14. Accepting a McKay student from an adjacent district if there is space available and there is a program with the services agreed to in the individual educational plan or 504 accommodation plan that is already in place.

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Section C: Gardiner Scholarship Program

Statutory and Regulatory Citation

Chapter 1005, Part III, F.S

Sections 393.063, 393.069, 456.001, 1002.01, 1002.21, 1002.385, 1002.395, 1002.66 and 1005.02, F.S.

Definition

The Gardiner Scholarship provides the option for a parent to better meet the individual educational needs of an eligible child.

- The following are defined as they relate to the Gardiner Scholarship:
 - "Approved provider" means a provider who has been approved by the Agency for Persons with Disabilities, a health care practitioner pursuant to s. 456.001(4), F.S., or a provider approved by the department pursuant to s. 1002.66, F.S.
 - "Curriculum" means a complete course of study for a particular content area or grade-level, which includes any required supplemental materials.
 - "Department" means the FDOE.
 - "Disability" means, a three- or four- year old child or for a student in kindergarten to Grade 12, and any of the following:
 - Autism spectrum disorder, as defined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, published by the American Psychiatric Association, as defined in s. 393.069, F.S.;
 - Cerebral Palsy, as defined in 393.063, F.S.;
 - Down Syndrome, as defined in s.393.063, F.S.;
 - Intellectual Disability, as defined in s.393.063, F.S.;
 - Prader-Willi syndrome, as defined in s. 393.063 , F.S.;
 - Spina bifida, as defined in s. 393.063, F.S.;
 - For a student in kindergarten, being a high-risk child, as defined in 393.063, F.S.;
 - Muscular dystrophy;
 - Williams Syndrome;
 - Rare diseases which affect patient populations of fewer than 200,000 individuals in the United States, as defined by the National Organization for Rare Disorders;
 - Anaphylaxis;
 - Deaf;
 - Visually impaired;
 - Traumatic brain injured;
 - Hospital or homebound as defined by Rule 6A-6.03020, F.A.C.; or
 - Identification as having a dual sensory impairment according to Rule 6A-6.03022, F.A.C., and evidenced by reports from the local school district.
 - "Eligible" to receive a Gardiner Scholarship means that the student:
 - Is a resident of this state;

- Is or will be three or four years on or before September 1 of the year in which the student applies for program participation, or is eligible to enroll in kindergarten through Grade 12 in a public school in the state;
 - Is the subject of an IEP written in accordance with rules of the State Board of Education or has received a diagnosis of a disability as defined below from a physician who is licensed under Chapter 458 or Chapter 459 or a psychologist who is licensed in this state.
 - Has a disability as defined above.
- "Eligible nonprofit scholarship-funding organization" as defined in 1002.395, F.S.
 - "Eligible postsecondary institution" means any of the following:
 - Florida College System institution;
 - State university;
 - School district technical center;
 - School district adult general education center; or
 - An accredited nonpublic postsecondary educational institution, as defined in s. 1005.02, F.S., that is licensed to operate in the state pursuant to requirements specified in Part III of Chapter 1005, F.S.
 - "Eligible private school" means a private school, pursuant to s. 1002.01, F.S. that is located in Florida and offers an education to students in any grade from kindergarten to Grade 12.
 - "IEP" means an individual education plan.
 - "Inactive" means that no eligible expenditures have been made from an account funded by the Gardiner Scholarship.
 - "Parent" means a resident of this state who is a parent, as defined in s. 1002.21, F.S.
 - "Program" means the Gardiner Scholarship Program.

School District's Obligations and Parental Options

- Include the following:
 - The school district shall notify a parent who has made a request for an IEP that the district is required to complete the IEP and matrix of services within 30 days after receiving notice of the parent's request;
 - The school district shall conduct a meeting and develop an IEP and a matrix of services within 30 days after receiving notice of the parent's request in accordance with State Board of Education rules;
 - Provide for state assessments to students, upon parental request.

Part V. Appendices

Appendix A: General Policies and Procedures

One of the following must be selected:

Procedural Safeguards for Students with Disabilities:

- ☐ The Florida Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities, as posted on the department's website.
- ☒ A different notice of procedural safeguards for parents of students with disabilities, included as an attachment.

One of the following must be selected:

Procedural Safeguards for Students Who Are Gifted:

- ☒ The Florida Department of Education's Procedural Safeguards for Exceptional Students Who Are Gifted, as posted on the department's website.
- ☐ A different notice of procedural safeguards for parents of students who are gifted, included as an attachment.
- ☐ This requirement is not applicable for the Department of Corrections.

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Appendix B: Unique Philosophical, Curricular, or Instructional Considerations

The school district has included as an attachment additional information related to evaluations; qualified evaluators; or philosophical, curricular, or instructional considerations for the exceptionalities identified below:

II.B.1 Autism Spectrum Disorder

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.2 Deaf or Hard-of-Hearing

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.3 Developmentally Delayed

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.4 Dual-Sensory Impaired

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.5 Emotional or Behavioral Disabilities

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.6 Established Conditions

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.7 Homebound or Hospitalized

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.8 Intellectual Disabilities

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.9 Orthopedic Impairment

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.10 Other Health Impairment

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.11 Traumatic Brain Injury

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.12 Specific Learning Disabilities

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.13 Speech Impairments

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.14 Language Impairments

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.15 Visually Impaired

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.16 Related Services – Occupational Therapy

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.B.17 Related Services – Physical Therapy

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

II.C. Individual Educational Plans (IEPs)

II.F. Prekindergarten Children with Disabilities

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

III.A. Gifted

- ☐ Evaluations
- ☐ Qualified Evaluators
- ☐ Unique Philosophical, Curricular or Instructional Considerations

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Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted

Current Status

Provide the following data:

Total Student Population

Total Number of Students

41,037

Total Number of Gifted Students

2,470

Percent of All Gifted Students

6.02%

Limited English Proficient (Limited English proficient students are those who are coded as "LY," "LN," "LP," or "LF")

Number of LEP Students

940

Number of LEP Gifted Students

26

Percent of LEP Gifted Students

2.76%

Percentage of LEP Gifted Compared to Total Number of Gifted Students

1.05%

*In order to calculate the "Percentage of LEP Gifted Compared to Total Number of Gifted Students", divide the number of LEP gifted students by the total number of gifted students in the district and move the decimal point two numbers to the right.

Low Socio-Economic Status (SES) Family

Number of Low SES Students

17,081

Number of Low SES Gifted Students

1,528

Percent of Low SES Gifted Students

8.94%

Percentage of Low SES Gifted Compared to Total Number of Gifted Students

61.86%

*In order to calculate the "Percentage of Low SES Gifted Compared to Total Number of Gifted Students", divide the number of Low SES gifted students by the total number of gifted students in the district and move the decimal point two numbers to the right.

** Percentage of students who are gifted equals the number of students who are gifted within a category divided by the total number of students within that category

District Goal

Provide the district's goal to increase the participation of students from underrepresented groups in programs for students who are gifted, including the targeted category(ies).

According to Rule 6A-6.03019(2)(b)(I), Florida Administrative Code (FAC), under-represented groups include students who are limited English proficient (LEP) or from a low socio-economic (SES) status family. Pursuant to the eligibility provisions of Rule 6A-6.030 19(2)(b) 2, FAC, the goal is to achieve a representation of eligible students in programs for the gifted that is representative of the student population in the Clay County District Schools. The Clay County plan targets students in both of these groups. The district's goal is to increase the percentage of students from under-represented groups (LEP & SES) by 0.5% above the Fall 2019 data for each targeted group. The percent of LEP Gifted students will increase from 2.76% to 3.26% and the percent of low SES students will increase from 8.94% to 9.44% The district expects a 1.5% increase in both under-represented groups over the next three years. It should be noted that both the LEP and low SES designations are subject to change for individual students. (For example, many LEP gifted students quickly master the language and then are no longer classified as LEP.) The long term district goal for Clay County is to achieve proportional representation in the gifted program of all currently under-represented populations.

1. Screening and Referral Procedures

- o A description of the screening and referral procedures that will be used to increase the number of students referred for evaluation

2. Student Evaluation Procedures

- o A description of the evaluation procedures and measurement instruments that will be used

3. Eligibility Criteria

- o A description of the criteria, based on the student's demonstrated ability or potential in the specific areas of leadership, motivation, academic performance, and creativity, that will be applied to determine the student's eligibility; if a matrix is used when determining eligibility, a copy is included as an attachment

4. Instructional Program Modifications or Adaptations

- o A description of the instructional program modifications or adaptations that will be implemented to ensure successful and continued participation of students from underrepresented groups in the existing instructional program for students who are gifted

5. District Evaluation Plan

- o A description of the district's plan used to evaluate its progress toward increasing participation by students from underrepresented groups in the program for students who are gifted

Appendix D: District Policies Regarding the Allowable Use or Prohibition of Physical Restraint and Seclusion

Select from the following:

- ☒ The school district's policy regarding the allowable use or prohibition of physical restraint of students with disabilities is included as an attachment.
- ☒ The school district's policy regarding the allowable use or prohibition of seclusion of students with disabilities is included as an attachment.

Appendix E: Policies and Procedures Unique to Developmental Research (Laboratory) Schools

- ☒ This section is not applicable for the district.

Section 1002.32, Florida Statutes (F.S.), establishes the category of public schools known as developmental research (laboratory) schools (lab schools). In accordance with s. 1002.32(3), F.S., "The mission of a lab school shall be the provision of a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning." Each lab school shall emphasize mathematics, science, computer science, and foreign languages. The primary goal of a lab school is to enhance instruction and research in such specialized subjects by using the resources available on a state university campus, while also providing an education in nonspecialized subjects. The exceptional education programs offered shall be determined by the research and evaluation goals and the availability of students for efficiently sized programs (s. 1002.32(3)(e), F.S.).

Describe the exceptional education services available within the lab school:

Appendix F: Best Practices in Inclusive Education (BPIE) Assessment

Section 1003.57(1)(f), Florida Statutes, establishes the following requirement for school districts, "Once every three years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels."

- ☒ The district's completed BPIE Indicator Rating Tally Sheet is attached.
- ☒ The district's plan to address the prioritized BPIE Indicators is attached.

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In the box below, please provide a narrative response describing your district's procedures during a declared state of emergency impacting the provision of special instruction and services for exceptional students.

During unforeseen circumstances beyond the school district's control, there may be times when it is necessary to close schools to ensure the safety, health, and well-being of our students, staff, and community as a whole. Clay County District Schools (CCDS) are prepared with educational opportunities for our students to continue instruction through distance learning if a prolonged school closure should occur. Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. The Clay County District Schools has developed an Instructional Continuity Plan for Emergency Closures of District Schools (ICP) that outlines the experience all students (including students with disabilities) will have when students are unable to physically attend school because of school closure. Our commitment to parents and students entails: a). The Instructional Continuity Plan experience will empower all students to achieve their learning goals, have opportunities to collaborate online, and persevere through challenges offsite. b). Students will be supported through modeling, differentiation, individual feedback, and opportunities for reflection and revision through e-learning tools and online platforms. c). CCDS will provide instruction and support that encourages students to be inspired, passionate and motivated to meet their learning objectives and targets. d). To provide all of our students with work that can be done at home, which will keep them focused on the essential areas of study and course work that they would otherwise be learning about in school. e). Our dedicated teachers will commit to careful planning, maintaining an online presence during normal working hours, and providing regular guidance, feedback, and support on the work set. f). Teachers will follow a timetable so students know when to expect work from their teachers while at the same time ensuring students are not overloaded with work. Throughout the years, the District has compiled a comprehensive collection of online content and digital resources that is available to all students enrolled in CCDS through the OneClay portal. CCDS also provides Chromebooks for students to check out for home use to ensure that district students can continue their learning without interruption. The Instructional Continuity Plan has three main components: Instructional Overview, Distribution of Mobile Devices, and Internet Access. Instructional Overview explains which resources teachers and students will use for core instruction and which materials can be used as supplemental resources to enhance core instruction. Distribution of Mobile Devices provides the steps the District is taking to ensure that any district student who needs a mobile device to access the instructional resources will be provided with one, upon request, for the duration of the schools' closure. Internet Access poses the greatest challenge to ensuring that CCDS students can continue their studies while at home. The district's partnerships with service providers are crucial to providing free or reduced-cost internet service to students should the District close in case of emergency situations. With that being said, during emergency closures, the District will provide a printed packet option for students who are unable to gain access to the internet. Exceptional Student Education (ESE) teachers and related service providers are committed to making good faith reasonable efforts to provide students with disabilities a Free and Appropriate Public Education (FAPE) by meeting their individualized needs. In addition to the district's ICP, students with disabilities will have a temporary distance learning plan. The distance learning plan will reflect (with input from the parent) what can be appropriately and feasibly provided to benefit and support the learning of each individual student with a disability. FAPE may include, as appropriate, special education and related services provided through distance instruction, teletherapy, telephonically, individualized offline activities, or a combination of delivery methods. Once a state of emergency is declared and school closures are ordered, each student's special education and related service provider(s) (and general education teachers, where appropriate and feasible) will contact parents to solicit their input regarding the feasibility of providing services and to collaboratively develop their child's Temporary Distance Learning Plan. Parents are advised that the temporary distance learning plan is not a proposed change of placement or an IEP amendment. Rather, the plan is a temporary plan for providing distance learning services that will benefit their child in light of the current circumstances. In addition an informational letter is sent to parents describing the temporary distance learning plan, confidentiality of virtual instruction, and how it relates to their student(s). A student's temporary distance learning plan will include the following information: Student's preferred mode of engaging in instruction (i.e. online, offline, telephonically, or a combination of any of these). Name of person providing the ESE service. Description of service provided. Accommodations or modifications listed on student's IEP to facilitate student success. Any unique tailoring of activities. Student response(s) and/or input to instructional activities. Parental input in the development and execution of the temporary plan. Any additional relevant notes. ESE teachers and related service personnel maintain documentation of the implementation of the temporary distance learning plan and parent contacts on an e-Learning Service Log or other log as appropriate. If a student has an individualized education plan (IEP) or a Gifted Education Plan (EP), in place when school is closed the plan stays intact. The placement and services in the IEP or EP remain as the child's "current placement and services" during the school closure period. These same services will be implemented when school reopens unless the IEP or EP team convenes to revise the student's ESE services for the brick and mortar setting. The impact, if any, of the school closure on the child's educational needs will be assessed when normal school operations resume and when feasible; and IEP and EP meetings will be held if needed and revised based on the current needs of the student as determined when school operations resume. Unexpected school closures directly impact scheduling and conducting ESE and ESE related meetings. All meetings previously scheduled for the brick and mortar setting will be rescheduled in coordination with parents/guardians for the virtual environment. If needed, parents are provided with guidance to participate in virtual meetings to ensure they can participate fully. During the period of school closures, meetings will be held virtually as

needed or required following the same procedures as they normally would occur in the brick and mortar setting. These meetings include but are not limited to: IEP, EP, Services Plans, parent requests for evaluation/reevaluation, and eligibility determination and placement meetings. If during a meeting the team obtains consent for a comprehensive formal evaluation, the district will continue to complete evaluations to the greatest extent possible in light of the circumstances. Portions of the formal evaluation that require face-to-face assessments and direct student observations will be conducted virtually whenever feasible and appropriate. If parts of the evaluation are to be administered virtually, the district will ensure the evaluators are fully trained to administer the assessment(s) online, and the parents and students will receive an explanation of the assessment(s) and guidance on how the parents and students will participate in the evaluation. It is important to note that not all assessment instruments can be used in a virtual format as they require the hands-on use of manipulatives, or may not truly capture the full range of the child's needs or abilities. In these circumstances, school based teams will work with parents to reach mutually agreeable extensions of evaluation timelines. ESE teachers and related services personnel will make good faith reasonable efforts to tailor instruction to enable students to make progress on their annual goals and objectives. Goal progress will be shared with parents on a regular basis as it would occur in the brick and mortar setting. ESE personnel will establish a mutually agreeable means to share goal progress with parents/guardians based on the parents/guardians preferred means of communication (secure email, parent portal, or via U.S. mail).

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SP&P SIGNATURE PAGE

School District:

Administrator of Exceptional Student Education:

This document is effective for the **2019–2020 through 2021–2022** school years.

CERTIFICATION OF APPROVAL

I, _____, do hereby certify that each of the statements below are true:

Signature of Superintendent of School District
or Authorized Representative of Governing Body or Agency

Date of Approval

SPECIAL PROGRAMS AND PROCEDURES

The district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document preprinted by the Florida Department of Education have not been altered in any way.

The school district shall implement the requirements of any statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing requirements at Section 300 of Title 34 of the Code of Federal Regulations.

SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district-produced policy and procedures documents that meet the following criteria have been submitted to the Florida Department of Education with the SP&P. Such documents:

- Supplement the information contained in the district's SP&P
- Address school district exceptional student education procedures or policies
- Are adopted by the school board as school district policy

2019-20 Revisions to SP&P Manual

The school district's Exceptional Student Education Policies and Procedures (SP&P) document is intended to provide district and school personnel, parents of exceptional students, and other interested persons information regarding the implementation of the State's and school district's policies regarding ESE programs. The school district's SP&P document is developed/revised and submitted to the Florida Department of Education (FLDOE) for approval at various times in accordance with timelines required by the FLDOE and is adopted by the school district's School Board as official policy.

The recent revisions to the 2019-20 SP&P document consisted of an annual review of data and procedural revisions for the following sections:

Section A.6: District Plan Related to Reducing the Use of Restraint pages 12-15

Section A.7: District Plan Related to Reducing the Use of Seclusion pages 16-19

Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted 163-168

Section E: Participation in State and District Assessments pages 127-135

Appendix G: District Procedures During a Declared State of Emergency Pages 166-168. This is a new section that describes our district's procedures during a declared state of emergency impacting the provision of special instruction and services for exceptional students.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO ADVERTISE/NOTICE OF INTENT TO ADOPT 2018-2019 - 2020-2021 Special Policies and Procedures (SP&P) Manual

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approved on August 6, 2020, the advertisement of the proposed 2018-2019 - 2020-2021 Special Policies and Procedures (SP&P) Manual.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the SP&P Manual is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - August 6, 2020. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt the SP&P Manual under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced SP&P Manual are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed SP&P Manual was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt the 2018-2019 - 2020-2021 Special Policies and Procedures (SP&P) Manual following a public hearing. ***The public hearing shall be held on Thursday, October 1, 2020***, during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net 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.